

PERSONAL COLUMN

What sort of job do teachers want teaching to be? Assume, for the moment (optimistically) that the pay dispute is settled. Assume that we have a new salary structure. Assume that there has been some give and take on conditions of service. Even then the question will not be fully answered. What sort of job do teachers want teaching to be?

Teachers in Britain are increasingly aware of the different status of teachers in other European countries: not just the higher salaries, greater extent of in-service training and better conditions in the schools, but also the more straightforward expectations of the community. People want teachers to teach. The custodial role is either secondary or non-existent. The concept of *in loco parentis* has nothing like the same hold.

British teachers are also getting used to being told that schools in these other countries are getting better results. The National Institute of Economic and Social Research report *Schooling standards in Britain and Germany* in 1985 obviously had a major influence in Sir Keith Joseph's call for higher standards. More and more voices are telling teachers they shouldn't be "trying to be social workers". Add to this the effect of industrial action - the experience some teachers have had for the first time, of working a five-hour day - and it would be surprising indeed if a new notion of the teacher's job were not developing.

But whenever my thoughts start to stray in this direction, I remember the remark of a London comprehensive school pupil who had just spent a week in a German gymnasium. "At least," he said with indignation "our teachers care." No great lover of any educational institution himself, he suddenly valued, by contrast, the hours spent by British teachers which are taken for granted - getting to the bottom of a playground incident, copying out all the swing band parts, assembling the equipment and medical certificates and parents' permissions for the weekend camping trip.

For new teachers of the sixties and seventies, inspiration tended to come from books that emphasized the teacher's role with life outside: they were (though the word was not then in such common use) "holistic" about education.



ANNE SOFER

No time for ideals

'The latest generation of teachers... may lack the enthusiasm and self-confidence of their predecessors.'

Young Americans, like John Holt, Herbert Kohl and Paul Goodman, British teachers like Edward Blishe and R F Mackenzie, wrote about their own experiences in deprived areas. They seemed to work at least 14 hours a day, weekends and holidays too, producing plays, launching school magazines, painting murals, building mountain huts. They were too idealistic to think much about pay but they did suffer badly from reactionary superiors.

They had large dreams. Here is an example from R F Mackenzie's *State School*. Teachers are planning to convert an old house in the mountains for the use of their downtown secondary modern school pupils: "They would teach the pupils fly-fishing and tell the life history of the flies that fish leap out of the water to devour on summer evenings. They would look for gnarled pieces of strangely shaped tree roots preserved in the peaty soil and carve them. They would carve deer antlers in the long winter evenings. They would revive the making of coracles and try to sail them. They would skate on the frozen loch and... Was this a hopelessly romantic view of teaching? Was it ever the aspiration of teachers? I do not think we have a clear enough picture of the recent past to answer either question with confidence. But certainly it is true that the vision itself has faded. The idea that the

teacher should have some sort of undefined and open-ended commitment to the job is regarded with suspicion from at least two different points of view. Employers have come to regard the misty ideal as a smokescreen for the lazy, teachers as a form of moral blackmail. For both sides, what teachers do outside the 25 hours a week statutory schooling has acquired a political rather than an educational significance. Like all disputed territory, which the armies have laid waste marching and retreating, it is likely at the end of the war to be carefully parcelled out, boundaries painstakingly redrawn, generals' signatures affixed.

And in this peace, when it comes, will teachers make something different of the job? In industry, innovative management is moving away from sharply defined working practices. My eye recently fell on a description in the *Financial Times* of a new General Electric plant in Quebec which operates on the following "radical" principles: anyone and everyone works overtime when necessary for no extra pay; members of teams do a variety of jobs; workers are encouraged to be over-qualified (for example, sweeping the floor by turns); there are no time-clocks; and the intensity of training is high. It would be an irony if teachers started moving in the opposite direction.

It is my impression that the extra-curricu-

lar part of school life still has a considerable hold on the imagination and self-image of many teachers. It was for them a major misfortune that they found themselves possessed of a powerful industrial weapon which turned out at the same time to be their best-loved treasure - like being forced to melt down the family silver for bullets.

Whether this attitude will continue to prevail is another matter. The latest generation of teachers are not nurtured on John Holt and R F Mackenzie. If they keep up with recent educational writing, they have probably been reading Dale Spender and the Eggleston report. They worry about their own sexism and racism. They are furious with the Government. They feel overwhelmed with paperwork. Looking over their shoulders at their assessors, into their own souls at their murky prejudices, out of the corner of suspicious eyes at any new demand being made on their time, they may lack the enthusiasm and self-confidence of their predecessors.

And, indeed, the sheer joy of teaching success, when it comes. Maybe every teacher should be given for Christmas a copy of Edward Blishe's latest book, *A Year of Teachers*. It is making me feel very nostalgic.

A book review quoted on the back cover calls the prose style "celebratory", and that is just what it is. It conveys the feeling that at any moment, out of the chalk dust and bad teaching and squalor, a miracle might erupt - a burst of creativity, sudden total comprehension - and Blishe in his elation would be racing round the asphalt playground, waving his tweed jacket round his head and shouting, "Eureka, Eureka, the children are learning..." Oh how we need a sense of that excitement now!

NEXT WEEK

Children's books, the reviews and judges' reports. EXTRA: children's fiction.

or out of UNESCO
A Third World view from Kazim Bacchus, visiting professor for education in developing countries at the London University Institute of Education.

Educational Supplement

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NAB makes Sir Keith wait for answer

by Bert Lodge

Sir Keith Joseph's advisory body on public sector higher education has refused to toe his line on teacher training closures.

The rebuff is the latest development in a growing conflict between the Education Secretary anxious to reduce the teacher training plant to what he sees as "viable units" which will secure high quality, cost-effective provision, and the National Advisory Body for public sector higher education on which college staffs, local authorities, industry and commerce are represented.

Despite deliberating all summer on the closure or merger of several institutions, NAB made only one recommendation - the merger of Hertfordshire College of Higher Education with Hatfield Polytechnic. Sir Keith rejected this advice last month and gave the body until Easter to come back with more acceptable advice.

On Monday, NAB informed the Education Secretary that Easter did not leave enough time. In any case, says the letter signed by Mr John Bevan, secretary, it was time to cease planning teacher training apart from the rest of higher education.

The committee considers that initial teacher training has been separate for too long and it welcomes the opportunity of ending that separation now. It has therefore decided to review its advice on initial teacher training provision in 1987-88, and thereafter in the context and on the timescale of its 1987-88 planning exercise.

Mr Bevan said afterwards that the body was in effect telling Sir Keith he would have to wait until early autumn for further advice on teacher training.

The committee also criticizes Sir Keith's suggestion last month that Hertfordshire College may as well have an intake for teacher training

next year, as the entire question is once again under review.

The threat to the college has been widely publicized, NAB points out. "In these circumstances they (the committee) find it difficult to see how standards or morale will be encouraged at the college and consider it likely that few aspiring initial teacher training students, if any, will be advised to apply to the college."

That might justify a low allocation of places for next year, says NAB, but it refuses to follow that line. It not only recommends an allocation of 185 places but also suggests that all colleges should contribute equally to providing them by sacrificing two or three of their own allocation.

This is yet one more rebuff to Sir Keith who had wanted the plan to be taken only from those institutions NAB had recommended for an increased intake.

NAB is to press ahead with plans for two-year degrees despite a refusal by the University Grants Committee to join the experiment, writes John O'Leary of *THE S*.

Proposals for two-year courses for high-fliers were first made in the NAB's strategy advice to Sir Keith last year. But the submission made university participation a condition of progress because of the danger that the courses might lack the prestige necessary to attract good applicants.

However, the plan looked dead when Sir Peter Swinnerton-Dyer, chairman of the University Grants Committee, told the NAB that there was "no support at all" in the UGC for even a limited experiment.

Rather than abandon the plan, the NAB chairman's study group decided to go it alone with a feasibility study for a pilot scheme.



Inquiry report - which was heavily critical of the head Alec Askew (above) - and its aftermath, page 8

Land's End inquiry: 'scapegoat' teacher quits

by Hilary Wilce

A key figure in the inquiry into the Land's End tragedy - teacher Robin Harrington - has spoken out bitterly to *THE S* about the lack of support he has received from his local authority.

Mr Harrington was criticized along with Stoke Poges Middle School Head Teacher Alec Askew in the Buckinghamshire County Council Report into the tragedy in which four boys were drowned.

He said this week that he and Mr Askew had been made scapegoats, and because of the authority's attitude he had decided to quit teaching.

"Like all teachers, I'd thought before 'Crums, I would like to do something else', but this decision is to do with Bucks County Council. If they

can't support their own people then what's the point? At the end of the day, like all employers, they should have accepted responsibility and said 'We're going to support you'."

Mr Harrington said the accident at Land's End was "like a nightmare, like your worst fear coming true" but he did not feel he had done anything wrong, nor was to blame for the deaths.

The authority should have conducted a private inquiry which did not name anyone, and simply reported on how accidents could better be avoided, he said.

He had had "marvellous" support from colleagues at school, he said, but parents had tended to ignore him, "although perhaps that is all in my

head, who knows?"

He said he would like to tell other teachers contemplating school trips, "to seriously think about it. You don't get any thanks. You don't even get any thanks when it goes right. You don't get any support. You don't get a nice little cheque in the post to say thank you. Nobody gives a damn."

Meanwhile, at Stoke Poges Middle School have written to Buckinghamshire's chief education officer rebutting a criticism of Mr Harrington.

Continued, page 3

NOTICEBOARD

No 228 CROSSWORD by Rufus

PEOPLE

Miss Margaret Buglione, deputy head of Heathville primary school, south London, is the new head of Elmbridge junior school, south-east London.

Miss Judith Caton, former head of Benliff infants' school, Stoke Newington, is the new head of Tyssen primary school, also in Stoke Newington.

Ms Janet Alsworth, formerly head of Seaford junior school, Tooting, is the new head of Rutley Green primary school, Croydon.

Mr John Baillie, principal of Southwark College, to be principal designate of the proposed Newham community college from January.

CONFERENCES

November 20
Politics Association sixth form conference at Central Hall, Westminster on "Participation in British politics in the 1980s". Speakers include Arthur Scargill, Peter Bottomley MP, Des Wilson and Francis Davies Keene. Tickets £2.50 from Pippa Lewis, 30 Stone Lane, Lydell Millant, Swindon SN5 9LD. (0793 770259)

November 23
Standing Conference on Education for International Understanding for International Understanding Conference, "Teaching controversial issues", at London House, Madderbury Square, London W1. Speakers include Professor Ian Lester and Dr John Marks. Details: Robert Cragg, SCEIU, SOAS external service, Gifford, Malet Street, London WC1.

November 30
NATFHE adult basic education subject section conference at the Mary Ward Centre, Queen Street, London WC2. On international aspects of ABC. Keynote speaker is Alan Wallis, Director of ALGSL. Fee for ABESS members £4, non-members £5. Details: Anne Mitchell, Twyford House Community Centre, High Street, Sharnhampton, Bristol.

December 4
Brighton Polytechnic conference on electronic publishing at the Gateway Hilton International Hotel, Gatwick Airport. Fee £35. Details from Hamish Nason, Information Technology Conferences, Short Courses Centre, 49 Darley Road, Eastbourne, East Sussex BN20 7UR.

EVENTS

November 6
Education forum at the University of Surrey, Guildford, lecture theatre. 7pm on "Should teachers be judged, and if so, by whom?" Speakers are Fred Jarvis and Gerald Mortimer. Details: Mr M. Goodfellow, Educational Liaison Centre, University of Surrey.

November 14-15
A seminar on race, culture and child care organized by the Save the Children Fund's southern region child care department at Hampton Court House, East Molesey, Surrey. Speakers are John Small and Elaine Arnold and project presentations by the Vietnamese Children's Centre, Ram Krishna Centre, Loughborough and the London-based African Families Advisory Service. Fee £25. Details: SCF.

southern regional office, 49 Goldhawk Road, London W12 8GP. (01 743 3311).

November 19
SEMAS and SED lecture on leadership in the education service by Professor John Tomlinson at Ealing College of Higher Education, St Mary's Road, Ealing at 7.45pm. Tickets: Richard Finn, Mid-Kent FHE College, Horsted, Maidstone Road, Chatham, Kent ME34 4JQ.

National Museum of Labour History
The museum offers CSE and A level teaching in labour and social history since the Industrial revolution. Teachers who wish to invite the museum staff into their school should write to the director, Terry McCarthy at NMLH, Old Limehouse Town Hall, Commercial Road, London E14 7HA.

COMPETITIONS

Family Forum
Children aged 16 and under are invited to draw and/or paint a poster on the theme of Families Forever. Winning entries will be printed and used across the country as a focus for Family Forum 1986. Closing date: December 31. Details: Family Forum Poster Competition, Cambridge House, 131, Camberwell Road, London SE5 0HF.

INFORMATION

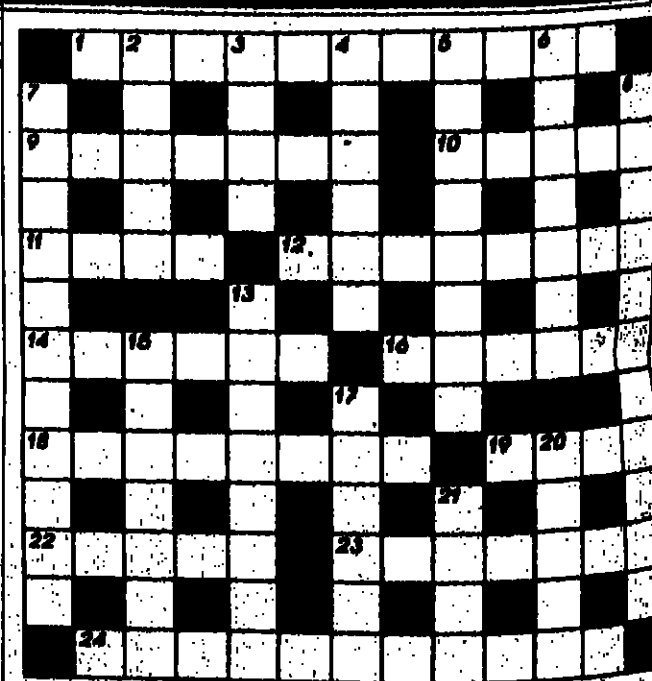
Marriage Guidance
A consortium of marriage guidance

councils in Birmingham, Dudley, Sandwell, Walsall and Wolverhampton offers an education service to groups of young people, engaged and married couples and parents. To expand the service the consortium wishes to recruit people with teaching experience, to join the team of education workers. After selection, training is given to candidates who feel able to give about six hours a week. Details: Margaret Cook, West Midlands Marriage Guidance Councils, 74 Broad Street, Birmingham B15 1AQ.

Change of address
The Centre for the Teaching of Reading has changed its address and name to the Reading and Language Information Centre, School of Education, London Road, Reading RG1 5AQ (0734 866879).

PUBLICATIONS

UNICOSA
Three new publications from the UK Council for Overseas Student Affairs include *The Teaching and Tutoring of Overseas Students*, the report of a workshop held at Dunsford House, Sussex in 1982 which examined the role of academics tutoring overseas students; *Overseas Students: Who learns what?*, a collection of essays on the benefits to colleges and the community of overseas students in the UK; and *Orientation*, a practical guide for those working with overseas students. They cost £2.50, £2.50 and £3.50 respectively (production for members) and are available from UNICOSA, 60 Westbourne Grove, London W2 5RQ. (01-229 9289).



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Refuges to beat lunch lock-outs

by TES reporters

Parents who are fearful for the safety of their children locked out of school at lunchtime or during lessons, are beginning to set up refuges for them.

According to the National Confederation of Parent Teacher Associations, this week's news that the teachers' pay dispute will be deadlocked at least until December 6, has strengthened the desire of parents to set "safe houses" for their children.

Mrs Sheila Naylor, spokeswoman for the NCTA, said: "We are absolutely disarrayed at what happened this

week. We had looked for a resolution of the dispute after the re-organization of the Barham Committee.

"There's a growing feeling of despair among ordinary parents that this dispute is never ending and will be allowed to drag on by the Government, regardless of its effects on children."

A NAS/UWT motion to resume negotiations failed to be carried at Monday's teachers' panel meeting after the PAT abstained and the college lecturers' union, NATFHE, voted

with the NUT not to resume negotiations.

The NATFHE has in the past abstained, and will anyway lose its seat on the panel in December, and its action attracted criticism from figures in the FE world.

Mr Frank Rossmann, principal of East Devon college, Tavon, former secretary of the Association of Vice Principals of Colleges, thought the union would have been wiser not to have voted.

Pay round-up, page 14

THIS WEEK

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AFTER THE RIOTS

Police in schools, page 12

Youth leadership, page 21



Book awards

A book about life in a black South African township has won this year's Junior TES Information Book Award, and the senior prize has been shared by a book about physiological changes in adolescence and a manual for nature-lovers. The awards, of £500 for each category, were due to be presented yesterday by Mr Chris Patten, education junior minister, at St John's Gate, Clerkenwell.

The judges for the junior award were Mary Jane Drummond, Marlon Glasbeary, and Beverly Anderson; the senior judges were Patrick Eav, Geoff Fox, and David Self. Full reports on pages 26-27.

Student cash review vetoed

The death knell for the Government's review of student support was finally sounded this week.

Sir Keith Joseph announced on Tuesday that he would not be publishing a consultative paper on this issue. The centrepiece of the paper was to have been student loans but they were rejected by the Cabinet before the summer.

This week's spending statement including extra sums for student grants - £25m next year; £23.5m in 1987-88 and £21m in 1988-89 - to allow for expected increases in the number of students.

EXTRA Children's books, pages 45-52

I'm off!



Philosophy for beginners, page 24

Arts & books, pages 25-31

Digging in for the winter?

What happened in the Burnham teachers' panel last Monday reflected little credit on the collective wisdom of the teachers' unions (page 14). It has almost certainly postponed by three or four weeks the recall of the main Burnham Committee and the resumption of negotiations. Why? Because NATFHE, a union which has no members in schools and whose membership of the Burnham primary and secondary panel is to terminate shortly, chose to break a self-imposed abstinence and cast a vote for its ally, the NUT. The action of the maverick assumed special importance because the Professional Association of Teachers abstained in the crucial vote, having failed earlier to link a commitment to a new salary structure to the resumption of negotiations.

Headlines about squabbling teacher unions do the profession no good. Nor does the suggestion that disruption of lessons has been prolonged by the failure of the teachers' representatives to get their act together. PAT's action was a salutary reminder that the ending of the NUT's absolute majority does not automatically guarantee a dependable coalition made up of the minority unions. The small unions — PAT, SHA, the NAHT — will only make their presence felt by acting on the margin. PAT's abstention on Monday was ill-judged and everyone will suffer as a result but this is how others will act in future if they think it necessary to make a point from a position of weakness. NATFHE's action, on the other hand, was mischief pure and simple.

Whether this has prolonged the "action" in the schools is not clear at this stage. It is not at all certain that a settlement is just around the corner. To suppose that would be to assume the authorities can put together an acceptable deal when Burnham does, eventually, reconvene. It will be uncommonly difficult for them to match (without strings) the offers so far mooted (with strings) behind the chair. It may well have become harder still in the light of the NAS/WT 35 per cent pay claim. (Next year's RSG will allow for an extra 4.5 per cent.) All the authorities are being offered is a brief respite between the belated settlement of 1985/86, and the renewal of hostilities on the basis of an impossible claim for 1986/87 in the new year.

In these circumstances, it isn't easy to see what inducement this can hold out to the I.e.a.s and the

Government to countenance an improved offer. By the same token, it doesn't look like a sell-out by the non-NUT unions as the NUT would like to portray it. It looks much more like a stand-off — aggravated by NATFHE's trouble-making, but only marginally so. But is this how the majority of teachers and parents will see it? Or will it look like unnecessary obstruction? If teachers think there has been a needless extension of the action this will do nothing for unity or for the zest for battle.

Deadlock continues. This makes the reports of Mr Chris Patten's informal discussions with the teachers' unions on possible review bodies more than usually interesting. Review bodies are still officially "out" — if it were otherwise the Scots would not still be striking — but Mr Patten's listening ear suggests that someone may already be thinking the unthinkable. Clearly what the Government wants is not available at the price Sir Keith Joseph and the I.e.a.s have offered. Could a review body or some other independent intermediary help in working out what the minimum price is, which would be acceptable? It all sounds pretty far-fetched but it doesn't do to take anything at face value in the present circumstances.

COMMENT

Law and disorder

Two reports this week shed light on the relationship between young people and the police, and on the difficulties of professionals caught in-between.

Sara Parker's account on page 21 focuses on the areas where discontent has recently erupted into riot: Brixton, Tottenham and Handsworth. She describes youth workers poised on a knife-edge, wanting to keep their mediating role between young people and the police, but uncertain how long their sympathy for the young and their dismay at police attitudes will enable them to do so.

The seminar on police/schools liaison, reported on page 13, presented a much rosier picture. It was, after all, held explicitly to present examples of good practice. And, whether by accident or by design, nearly all of those examples came from the peaceful shires, where policemen are on the whole still regarded as friend rather than foe.

Nonetheless, some basic principles emerged from the seminar which, if put into practice on a national scale, could do much to defuse the growing confrontation in the inner cities, as well as stopping the spread of hostile attitudes to the shires and suburbs. They included the need for proper training for the police officers involved, for good teaching materials and for lively presentation, and for the gradual build-up of trust between individual officers and schools.

But such good practice can do nothing where relationships are so souring that police are not allowed near schools except — on sufferance — to interview suspects. (As we have reported in recent weeks, Hackney NUT's policy of banning police visits to classrooms has now been adopted by the 14,000-strong Inner London Teachers' Association.)

One small step out of this impasse could be made if the Police Federation and teacher unions would bite the bullet and call a further meeting, this time devoted entirely to the problems of inner cities. Rather than sulking in their tents, the two sides should come out and air their grievances. And, if members of the police find themselves accused of brutality and racism, the teachers should perhaps bear in mind the recent research that showed that an

uncomfortable number of their colleagues may be racists too. Meanwhile, as Sir Keith Joseph and Mr Douglas Hurd await recommendations on police/school liaison, they would do well to consider the setting up of a national resource centre for materials and teaching methods, as well as more money for training. The small amounts required would do far more for "law and order" than all the riot gear in the world.

Naught for your comfort

The word is that, depressing as the public expenditure figures are for education (page 3), only a heroic fight by Sir Keith prevented them from being even worse. If this is the case, it shows how little attention anyone is paying to the reports of HMI on the deteriorating fabric of the schools and the impact of cuts on the rest of the education service.

As usual, however, the figures are easily misinterpreted. Local authorities are unlikely in the event to cut their spending on education by £185 million. As in previous years they will overshoot the Government's artificially low spending projections and the figures will subsequently have to be adjusted to accept the inevitable. But by how much? A great deal depends on the way in which the teachers' pay dispute unfolds over the next 18 months — what a dismal comment on the gap between reality and rhetoric which lies at the heart of public planning for educational finance.

The plans provide a small increase for equipment for universities — nothing like enough to make good the shortfall caused by earlier cheese-paring. There is also a bit more for research, but again, nothing like enough to counter the evidence of a serious brain-drain published this week by the Advisory Board for the Research Councils.

The systematic undermining of the universities and the quality of their research and teaching during the six years of Mrs Thatcher's stewardship of Number Ten is one of the great public scandals of our time. The cost of putting it right gets bigger every year. There seems to be an unflinching willingness to see Britain's universities permanently down-graded. What has happened to university pay makes this



plain. All teachers' salaries have been held down, but school teachers have done famously by comparison with teachers in universities. No wonder the done are voting with their feet, with or without the egregious waste of the £238 million redundancy fund referred to recently by the Comptroller and Auditor General.

Get rid of them

As *The TES* goes to press, Sir Keith Joseph is due to address the Oxford University Conservative Association, and there are reports that a hostile reception is prepared for him. By Friday, when this appears, there may have been more manifestations of student intolerance and loudness to add to those of last week when Mr David Waddington, the Home Office minister responsible for immigration, was jeered, spat upon and physically prevented from speaking.

Sir Keith has made plain his own view that the suppression of free speech is a cardinal offence in a university. The Government's opinion was set out in the Green Paper on higher education issued earlier this year in no uncertain terms. There was so much which was bad in the Green Paper that it is important to endorse without reserve its unequivocal condemnation of intimidation and intolerance, not to mention physical violence against those whose views are uncongenial to students.

The perpetrators of the Manchester outrage were captured on television film. They may have been identified and if they are students, after due process

the traditional punishments of sending down or rustication should follow as night follows day. There should be no mealy-mouthed hesitation on the part of the university teachers in giving evidence of identification: there is nothing vindictive about this — simply that what was done to Mr Waddington is wholly unacceptable in a serious university. The students — if they were students; there are often suggestions that infiltrators from outside exploit these occasions — should be deemed to have sent themselves down and should be made to suffer the consequences of their own actions.

Talk about changing social mores outside the university is irrelevant to these particular circumstances. It may be that society is becoming more violent, less tolerant; that modes of political disputation have become less genteel; that demonstrations and pickets have turned into polite names for forms of intimidation which have now entered the public arena whether we like it or not; that taking to the streets is now seen as a customary complement to Parliament and the courts in the redress of grievances. But none of this can excuse the aggressive interjection of free speech — at least of all in a university — and its replacement with violence and chanting crowds. Nor yet for the substitution of bags of flour and tins of paint for reasoned argument.

no comment

"She's much more sophisticated now. I think what she's doing is pretty impressive considering how she started out, just as a school teacher." Richard Whitehouse on his mother, Mrs Mary Whitehouse, *Sunday Times* Colour Magazine, October 30, 1985.

Third opinion

Where should the buck stop?

Peter Snape's response (TES, November 1) to Michael Sterne's article on the suspension of pupils was an appropriately predictable and dismissive.

In fact, the first half of Mr Snape's response is quite irrelevant, since appears to criticize "due process in the classroom" although, when Mr Snape finally returns to the matter at hand, quite specifically accepts ("and I would not challenge the right to a process in those cases") Mr Sterne's argument.

He then goes on to say, that "we", after all, concerned with a temporary punishment that in the past has been shown to be helpful to new pupils". In other words, it is irrelevant to Mr Snape whether the facts are substantiated or not: after all, if punishment is only temporary and helps many pupils.

Most worrying of all, however, is the fact that Mr Snape can discuss Poundswick without managing to identify, comment on any of the real issues. In aspects which he does identify as either irrelevant or incorrect. Look at the following extract from his response:

"Most heads have accepted, by agreement, pupils expelled from schools. The details are not necessary published to staff. The pupil is encouraged to think of the move as a fresh start and very frequently makes good as a result of having learned from his mistakes — a classic educational technique."

Would Mr Snape back a SHA head who refused such pupils? More than one I.e.a.s. has had to face industrial action by teachers both when the decision has been to return a suspended pupil to his school and when the decision has been that the pupil should transfer to another school. And, in the latter case, almost without exception, all the details of the pupil's "crime" are given to teaching staff: otherwise the teacher unions would not even contemplate giving their agreement.

The dog has been given a bad name all the teachers at his new school know it and so either the pupil misbehaves since the staff know the pupil's weaknesses and tolerance level, the self-fulfilling prophecy can usually be made to come true.

Does Mr Snape not see, at least sometimes, the abuse of school power? If he does not, he is being idealistic. Does he not meet cases of heads whose professional judgement is not to suspend but who are bullied into it by the teacher unions? If he does not, he is being dishonest. Does he not realize that, if the view of the profession is paramount, then schools and heads who are greatly outnumbered by their staffs, will be at the mercy of the staffroom plebs?

Someone, somewhere, has to make a decision in these matters and, for the moment at least, that decision is the I.e.a.s. The central issue which Mr Snape does not confront at all is, if he is unhappy that the I.e.a.s. should take the decision, whether he would be happier for SHA to do it or another union (perhaps the largest single union in a school) or an outside body, or — worst of all — for no one's decision to be accepted without interminable argument. That kind of situation might well be acceptable to Mr Snape in terms of guaranteeing his future employment, but it is hardly desirable for pupils or schools.

Finally, Mr Snape can voice criticism in his own name without fear of reprisal. Cannot, in case my own I.e.a.s. is targeted for retaliation by the teacher unions. That is the state in which Mr Snape's recipe of power without responsibility has brought us.

Cash plans paint gloomy picture with chinks of light

by Biddy Passmore

More money to help local authorities train teachers for the GCSE was announced by Sir Keith Joseph, on Tuesday.

Next year, he is to raise from 70 to 90 per cent central government's share of the cost of providing cover for subject teachers attending in-service training seminars.

In addition, he will provide an extra £2million to help I.e.a.s with the cost of releasing teachers in the later stages of the training programme.

His announcement comes in response to repeated complaints from the local authorities that they do not have enough money to get teachers ready in time for the introduction of the new exam next autumn.

In-service training is one of a few specific areas — others are university equipment and science — where the Department of Education was able to announce good news on Tuesday.

But the general picture painted by the Chancellor's autumn statement is one of continuing gloom in all sectors of education.

Even school buildings, whose crumbling state has been well catalogued by education ministers, are not to get a lifeline. Capital allocations to I.e.a.s next year will total £294million, against £315million this year.

Once again, authorities will have to find any extra by using the proceeds from selling off surplus land and buildings. A further 250,000 surplus

school places are expected to be removed next year, bringing the total taken out of use to the target of 1.25 million since 1976.

The Government's spending plans for the local education service in 1986-87 have been raised by £210 million since the last public spending White Paper, to £10,815 million.

On paper, that would mean a 5.8 per cent increase over this year's spending which, with inflation expected to run at 4.5 per cent, would mean a real increase of more than one per cent.

But, as Mr Giles Radice, Labour's education spokesman, was quick to point out, the Government's figure of £10.8 billion is not only £500 million less than local authorities say they need but is actually less than the £11,000 million they are already spending.

The inevitable overshoot will be accommodated within the Treasury's £4.5 billion reserves.

The extra £210 million in the plans includes £37 million for midday supervision schemes which, Sir Keith confirmed last Friday, are to be financed directly through Education Support Grants. He will shortly have to introduce a Bill enabling him to raise from half to one per cent the proportion of local education spending funded in this way.

The plan assumes "moderate" pay rises — including 5 per cent in the current year — a further drop in teacher numbers (a reduction of 11,000 to

394,000, between 1985 and 1987) and maximum efficiency in services like caretaking, cleaning and meals.

Non-advanced further education is also expected to provide better value for money, taking more students but tightening staff-student ratios from 8.5 to 1 to 9.5 to 1.

In higher education, the picture is marginally brighter. The universities are to get a special boost for equipment in selected research centres: £10 million a year for the next three years, as opposed to the £7 million a year for two years, previously announced. There are also small sums for an inter-university computer network and for 25 fellowships a year in the humanities and social studies.

The grant to the research councils will also be raised by £15 million a year for the next three years over previously published plans.

These sums seem unlikely to halt the serious "brain drain" of university scientists — both to other countries and to industry — about which the Advisory Board for the Research Councils warned the Education Secretary last week.

The tiny cash increase in the universities' main grant for next year, from £1,309 million to £1,342 million, means a 1.6 per cent cut in real terms. And the sum for polytechnics and colleges has been set at £661 million, £41 million higher than the current year's figure.

New bid to end graffiti row

Teachers who were named in the obscene graffiti at Poundswick High School are to meet parents of the so-called "dirty five" boys early next week, in a bid to find a solution to the dispute.

Staff at the Manchester school have not flinched from their refusal to teach the five pupils alleged to have daubed graffiti on school walls in June. Parents and the I.e.a.s. say the boys must return to school.



Pointing the way: Leaders of three unions joined actor Rik Mayall outside the headquarters of the National Union of Teachers last week to launch an appeal to send education materials to Nicaragua. The giant pencils, props from the National Theatre's production of *Crucial Moments*, were held by (left to right) Fred Jarvis, general secretary, NUT; Phil Woolas, president National Union of Students; and Nan Wainwright, president, National Association of Teachers in Further and Higher Education. The World University Service, organizer of the appeal, hopes to raise £120,000 by March to fill a container with typewriter, duplicators, stencils, paper, ink, projectors, microscopes and more.

Agreed curriculum vital — chief HMI

by Bert Lodge

A nationally-agreed curriculum covering the entire years of compulsory schooling was called for yesterday by Mr Eric Bolton, senior chief HMI.

It should also be accompanied by published standards of what pupils should be expected to achieve at different points throughout their school life, he said.

Mr Bolton told a two-day conference on appraisal: "If we do not know or agree about where we want to get to, how can it be possible to measure whether we are getting there or not?"

He warned the 200 local authority and teachers representatives at the conference in Birmingham that unless there was a uniform curriculum and national standards, evaluation and testing would become ends in themselves.

"What can be assessed or tested becomes synonymous with what teachers should teach and what pupils should learn... The most serious

danger is that of the assessment cart getting before the worth-while objectives horse," he said.

Mr Bolton's call for standards of achievement to be set at various ages comes shortly after Croydon became the first education authority to launch its own curriculum guide for parents with prescribed targets for pupils.

He criticized the primary sector for lack of progress towards a common agreement on what should be taught, how, and what pupils could be expected to achieve before they left for the secondary school.

What evaluation and assessment there was, was found mainly in secondary school. External examinations, for instance, at least provided some guidance.

"But there are no comparable or different instruments available for obtaining an overall picture of the achievements of primary aged pupils."

Land's End: 'scapegoat' teacher quits

Continued from page 1

The report said that he had not told the other supervisors on the trip to Cornwall of his fear of heights, and this could have caused problems if a child had got into difficulty on a cliff-top.

"We consider Mr Harrington should account for his failure to disclose this," the report says.

But Mr Harrington told *The TES* that this was "a lie — everyone knew I had a fear of heights. The staff have written to point this out."

The report says that Mr Harrington, despite his fear, went forward to the cliffside when the alarm was raised, a move "which was obviously not easy for him and required some courage but which he rightly judged it to be his responsibility to do."

Mr Harrington said he hoped the authority would be as quick to rectify this accusation, as it had been to apportion blame.

The report found 35-year-old Mr Harrington, one of five adults supervising the party, and the only teacher on the trip besides Mr Alec Askew, the head, should also be asked to account for his actions in not having a list of children's names on him during the fatal visit, and in not seeing the need to request supervision of the party once it arrived at the Land's End cliffs.

'Name names', students urged

by Mike Durham

The names of students who threw matches and spat at Home Office Minister Mr David Waddington at Manchester University will not be revealed by the students union, despite a request from the university authorities.

But the University made it clear this week that if names were not made available, the Senate would launch its own investigation with a view to disciplining the ring-leaders.

The University is adamant that it be able to identify the students, following the incident at a Conservative Association meeting where Mr Waddington was guest speaker.

The Minister was shouted down and attacked by about 50 students who tried to storm the platform, spat and jeered. But the students union, which organised the event, said reports of physical violence had been exaggerated.

The University Registrar, Mr Kenneth Kitchen, has given the union until November 26 to provide a report on the event, including details of the union's security arrangements and the names of students who threatened the Minister.

Dons to hold strike ballot

Industrial action over pay seems set to spread to the universities in the New Year, after a decision by university lecturers to hold a ballot on two one-day strikes.

An emergency council meeting of the Association of University Teachers in London voted overwhelmingly for the call to action over "The Government's reduction in university funding and the continuing erosion of salary levels."

Now the association's 31,000 members, who represent some 70 per cent of senior staff in higher education, will be polled on the decision.

Honeyford ruling reversed

Local authorities rather than school governors have the last word on a teacher's dismissal, three Appeal Court judges rules this week.

The judges unanimously overturned a High Court decision in September that Bradford education authority had no power to discipline Mr Ray Honeyford, head of Drummond Middle School, once the governors had given him their backing.

Immediately after the Appeal Court decision, Mr David Hart, general secretary of the National Association

of Head Teachers, said the union would petition the House of Lords for leave to appeal.

After the September judgement the authority lifted the suspension from school imposed in April on Mr Honeyford, who had been at the centre of a race relations row since March last year.

A spokesman for Bradford Council said no action would be taken in resuming the disciplinary procedure until the three judgements had been studied in detail.

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PLATFORM

Why Britain should stay and fight

So much has been written on whether Britain should remain in Unesco that it is doubtful whether one can add much to the reasons and the emotions that have so far been generated over the issue. Nevertheless it might be of interest to indicate how some Third World educators perceive the situation, even though it cannot be claimed that there is a single Third World point of view.

In the early 1960s I was a senior educational administrator responsible



for educational planning and training at the Ministry of Education in Guyana, shortly after the country achieved self-government. Until then we had not been involved in decision-making at Unesco because as colonies our views were supposed to have been fully represented by the metropole—in this case, Great Britain. At that time the organization was largely run by a few Western nations.

Yet in Guyana there was a very positive attitude towards Unesco among the educators. Even members of the Government believed, possibly naively but quite sincerely, in the founding aims and ideals of the organization.

The "new nations" were therefore anxious to make their contribution towards helping Unesco achieve its lofty goals. They saw as a tremendous challenge the opportunity to share the cultural, educational and scientific treasures of the world with other countries, in a spirit of equality and cooperation. But they also wanted to be full and equal partners in this exercise, and not as junior members or representatives from ex-colonies.

There were tangible benefits which the "new nations" saw could be obtained through their involvement with the work of Unesco. Foremost among these was the fact that the organization not only provided an opportunity for the developing countries to obtain specialist help and advice in areas in which indigenous resources were limited or non-existent, but also allowed them to have some say both in the selection of these experts and their countries of origin.

This was also true of the Unesco fellowship programmes, since the recipient governments had some choice as to which countries their students should be sent for training. It was not that other avenues of help were closed as there were some bilateral sources of assistance. But to a newly independent or even a self-governing country, especially the one in which I worked which was politically left of centre, the element of choice which Unesco provided was highly appreciated.

It was, however, interesting to observe what eventually happened to the exercise of that choice. In Guyana the Government decided that, with independence on the horizon, a high priority was to have an independent review of its current educational goals, objectives and programmes, and to chart the new direction which it should follow after many years of colonial rule.

Unesco was approached to help with this activity because of the choice in personnel selection which it allowed.



A Unesco fellowship holder from Guinea visits an associated school in West Germany.

As Britain has given notice to leave Unesco, Kazim Bacchus (left) presents the view of some Third World educators, who fear that a total collapse of the organization could follow.

Of the first five experts chosen, one was from Britain because of his tremendous expertise in the administration of examinations; the second was another British citizen who had worked in a senior capacity in a developing country; the third was an educational planner from West Germany; the fourth a Filipino with much experience in teacher education; and the fifth was a Soviet citizen, who was the director of education in the republic of Georgia.

The Government was not keen to have educational experts from the United States because it was felt that they might be too conservative for a new nation with a "leftist" political orientation. Somehow or other this did not enter into consideration when educators from Britain were being selected.

While every effort was made to heed the advice of all the experts, special attention was paid to the Soviet educator, partly because it was assumed that his political orientation would be more in line with that of the Government and partly because we had so few opportunities to hear the views of an educator from the Soviet Union.

The interesting development was that, when we moved from rhetoric to reality, we found that we were essentially operating on a different wavelength from our Soviet counterpart. While at a personal level we got along very well with him, at a professional level we found that the paradigm he used in attempting to analyse our educational system and the solutions he proposed, especially in the area of administration and supervision, were so foreign that his advice proved to be of little use.

After that the Government never again sought the help of a Soviet educator to advise it on educational matters and turned to its traditional sources of help, mainly Britain, the USA and Canada. None of the Unesco fellowships were taken up in the Eastern bloc countries. The only instance when some students were sent to these countries to study was when they themselves had fellowships available, on a bilateral basis.

If Britain were to follow the United States in leaving Unesco it would mean that Third World countries—especially those that are English speaking—would lose an important source of expert help which they might need in the future. To fill this gap Third World countries might have to look in

the developing countries often try to include on the Unesco agenda matters which concern them or, more accurately, matters which interest those in control of the governments of these countries, but which do not always represent the will of the people. This needs to be more fully recognized and more sympathetically accepted by the West, which has traditionally dominated Unesco's agenda. The accusation is often made that such efforts represent attempts by these nations to politicize the work of the organization, or to join with the Eastern bloc countries to embarrass the West. This is largely a misunderstanding of what most of these countries are trying to do. Their concerns can often be quite correctly seen as the concerns of those in power in the less developed countries and not necessarily those of the population in general. But to regard them simply as an anti-West or pro-East stance is too simplistic an interpretation of these developments.

It is naive to think education can be completely depoliticized. Unesco deals with a whole range of issues, some of which would inevitably be seen in different light by countries with opposing political philosophies, and the members of the organization have to recognize this and see how Unesco can best work within these constraints.

Britain's proposed withdrawal from the organization and the US's departure appear to many developing countries as the action of spoils politics. It also gives the developing nations the impression that if the Western nations cannot dominate they are unable to engage in constructive dialogue.

Third World countries generally agree that Unesco needs reform, although they might still be prepared to support a director general from the Third World if it appears to them that the West is simply trying to "gang up" on him. But what escapes their comprehension is how Britain hopes to bring about the reform she wants by withdrawing from the organization.

The scenario which seems to them more likely if Britain leaves Unesco is that Singapore and Canada might follow. Before long there would be a total collapse of the organization. Therefore the question of Britain's departure cannot be argued simply in terms of the financial benefits to be gained. Rather, it would be a question of the damage to the organization which would be done by its withdrawal.

trading relationship with the Commonwealth or the developing countries.

The issue has to be looked at from more principled point of view. It comes down to the question of whether Britain still believes in the aims and ideals for which Unesco stands. If it does then the view of most Third World countries is that she should stand and fight for those beliefs.

Another consideration is that Britain's withdrawal would probably damage her image in the Third World. Whether the image is justified is another matter. In a way, it is disappointing that they are less surprised by the decision of the United States on this matter because its international relations seem to them to be characterized by fits and starts. On the other hand, it is not only more willing to listen to them but also more pragmatic in her relations with other countries. However, she has been less likely to pursue the sort of "follow the leader" policy which is seen in many developing countries.

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NEWS

Newham seeks 'committed' CEO

by Mike Durham

The London borough of Newham is advertising for a "committed" and understanding director of education to replace Mr James Palling, who was asked to resign with a £50,000 settlement in September.

The Labour-controlled local authority states that it wants "a director of education" who can understand our policy objectives and is committed to their wholehearted and vigorous implementation.

Mr Palling, aged 47, left the authority following a bitter confrontation over his management of the service, in which there were allegations of political pressure being put on him by left-wing councillors.



James Palling

Sir Keith faces Avon court move

A county council is considering suing Sir Keith Joseph to recover £250,000 after he reversed a decision to approve the closure of a local boys' school.

On November 4—only days before parents of children at Merrywood Boys' School in Bristol went to the High Court to seek a judicial review of his decision to close the school from next September—Sir Keith wrote to the Labour-controlled Avon County Council saying he felt his earlier decision could be a breach of the Sex Discrimination Act. And on Monday, he was given permission in the High Court to quash the decision.

His move followed a six-month legal battle by parents, who were backed by the new pressure group PACE (Parental Alliance for Choice in Education), of which a leading member is the right-wing education campaigner, Mr Ted Naylor.

A High Court judge had ruled in May that the decision to close the school was not in breach of the Sex Discrimination Act. But an appeal to the High Court resulted in a ruling two

months later that the Education Secretary's decision should be reviewed.

At Monday's hearing, judgment on whether closure of the school would breach the Sex Discrimination Act was reserved.

Mr Andy Pott, leader of Avon County Council, said: "We estimate the county council has spent £250,000 on implementing this plan since January when Sir Keith gave us his blessing. We are now investigating the possibility of suing the minister to recover this money."

The county council's plan had involved the closure of Merrywood Boys' School and South Bristol Technical College with the creation of a tertiary college on their sites. The schools would lose their sixth forms and cater for pupils aged between 11-16 years.

Mr Pott said Sir Keith's change of mind in January after considering it for two years but has now told the county council that he has not satisfied himself that he has "paid regard to whether the proposals would constitute a breach of the Sex Discrimination Act 1975".

His change of heart came after being given legal advice which said that "to cease to maintain a boys' school while continuing to maintain a girls' school will constitute sexual discrimination".

In addition, he was told: "The girls' school will also come under threat as parents decide that, since their sons attend a co-educational school, it will be more convenient to send both girls and boys to the same establishment."

Mr Pott said Sir Keith's change of mind would cause "great distress to the members of staff in schools and colleges who had thought that their futures had been secured".

Sir Keith has told the authority that any fresh re-organization proposals would be considered "afresh as a matter of urgency".



Sir Keith... closures halted

Heads firm on lunch pay

Heads and their deputies should receive overtime payments if they supervise children at lunchtime, both headteachers' unions have declared.

The Secondary Heads Association and the National Association of Head Teachers were responding to local authority moves to use the £10 million Sir Keith Joseph has earmarked to pay for lunchtime supervision this year.

Mr Peter Shupe, general secretary of SHA, wanted an agreement that heads should be allowed to leave school premises at lunchtime—and acknowledged that heads should not be paid for organizing lunchtime cover arrangements.

Mr David Hart, general secretary of the NART, argued that less senior members of staff could soon be earning more than their headteacher if they received £5 an hour for lunchtime supervision and the head received nothing.

Both unions said they would be worried about the disciplinary situation which would arise if headteachers were asked to do the job of their deputies.

How PAT paved way for breakaway pit union

obvious to the world that the UDM isn't some sort of cadet branch for the National Front.

Mr Dawson said the union's decision had been approved by the certification officer—by whom unions are registered—who was satisfied that the ballot and count had been conducted fairly.

He added that PAT had not felt able to oversee the pithead ballots held in Nottinghamshire and Derbyshire to see whether miners wanted to join the UDM. These were carried out by the Electoral Reform Society.

"We didn't feel we would be able to conduct a pithead ballot," he added. "Anyhow, one or two eyebrows might have been raised by the sight of a bunch of schoolmasters suddenly turning up at a pit."

He said that PAT would help workers in any industry who agreed with its belief in "self-help and self-education" rather than confrontation.

stands. The advertisement lies just within the bounds of acceptability in terms of officers' duties.

However, the AEO secretary, Mr Brian Hughes, CEO Bolton, has asked for a detailed job specification so that the association can study the precise terms of the job.

The advertisement has already appeared in a national newspaper and Education magazine. However, readers of The Times Educational Supplement have been spared the task of finding it in the classified advertising pages.

Newham has instructed its advertising agents not to place the advertisement in The TES because it objects to

Golden handshake

by an author who has written a book about the golden handshake. The book is called 'The Golden Handshake' and is published by the author, Mr. [Name], who is a former [Name] and has written a book about the golden handshake. The book is called 'The Golden Handshake' and is published by the author, Mr. [Name], who is a former [Name] and has written a book about the golden handshake.

As TES cartoonist Kevin Macey saw the story in June.

coverage of the James Palling affair. Mr Conor McAuley, Labour group chairman, said the council was "free to choose where we advertise the post".

Liverpool debt hits teachers

by Richard Garner

Evidence that teachers are already owed pay by Liverpool City Council has emerged as union representatives prepared to meet today to assess the damage the city's financial crisis is already having on the education service.

Mr Jim Ferguson, general secretary of the Liverpool branch of the National Union of Teachers, said: "A lot of people are owed back pay—they're people who have got promotions or have had their increments re-assessed. In some cases, part-timers who have taken on a full-time teaching load are still being paid at their old part-time rate."

A meeting of all NUT school representatives is being held today. They will be asked to carry out a survey to show how the supply of books and materials and school maintenance has been affected by the financial squeeze.

Mr Peter Smith, deputy general secretary of the Assistant Masters and Mistresses Association, said his union still had some members who had not been paid back money which had been docked for "claimed industrial action".

"This goes back to March 7 when teachers were effectively locked out of their schools by action by manual workers and had their pay docked," he said.

Peace move

Governors at Daneford School, east London, have accepted a series of proposals from the head designed to help cope with the school's growing number of Bangladeshi pupils, and growing racial tension in the area (TES November 1).

They include the move to advertise all jobs at the school with the statement that speaking Bengali or Sylheti would be an advantage. The head, Mr Ken Williams, is also asking all department heads at the school to re-examine the curriculum in the light of the school's high Asian intake.

A new way to study NUCLEAR REACTORS



A computer program is now available which enables students to study the operation and control of nuclear reactors in a way not previously possible.

The program, which simulates the operation of an Advanced Gas Cooled Reactor, has been developed by the United Kingdom Atomic Energy Authority and the Computers in the Curriculum Project at Chelsea (King's) College, London, with the aid of a team of science teachers. It is published by Longman Micro Software.

The program enables the reactor system as a whole to be studied or component parts, the reactor core, boiler and turbine, to be separately investigated.

Accompanying booklets for the teacher and students contain a detailed description of the model, information on reactors in general and the AGR in particular, a brief bibliography, suggested methods of using the program, and student exercises.

Available on disk for the BBC, RML 3802 and 4802 microcomputers, the package is aimed primarily at the 14-18 age range, but can also be used as an introduction to nuclear physics at the tertiary level. It is suitable for use either in class demonstrations or by smaller groups or individuals.

The package costs £14.50 plus VAT and the BBC version is available on 28 days approval.

To receive further information and an order form please use the coupon below.

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PRIMARY

Parents need legal right to form associations

by Sarah Bayliss

The right of parents to form a school association needs to be established in law, MPs were told this week by the National Confederation of Parent Teacher Associations.

In a special plea to the Commons Select Committee on education, at present looking at primary education, Mr Jack Jones, NCPA general secretary, said he was looking to MPs for support. The association recently told Sir Keith Joseph that in some schools parents were actively discouraged from setting up association and that they needed Government backing.

However, Sir Keith had refused to give any ground on the issue and replied that local authorities were responsible for what happened in their schools. "No doubt if we asked the l.e.a.s they would say it was up to the teacher unions," complained Mr Jones.

Mr James Hammond, NCPA deputy general secretary, said he did not want every school to be forced to have a PTA - or "home school association" as the NCPA now prefers to call them. "That would be a no-go. But we would like to see a situation where it's the established right of parents to form an association if they wish it."

He believed teachers were now more supportive of parents than they had been. "But we don't think they're supportive enough. Teachers traditionally have not welcomed parents into school."

One of the NCPA's functions was to "spread the word that parental involvement was likely to improve pupils' performance. We want to persuade parents to overcome their natural distaste or dislike of going into school."

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school and to get involved," said Mr Hammond.

The committee was meeting for the first time in public since the summer recess and a trip to West Germany as part of its long-term inquiry into primary education.

The NCPA has 3,200 school associations in membership and primary associations outnumber secondary by 7:1.

The team of four representatives presented MPs with their recent survey of schools.

Mr Hammond said primary parents were now raising sums equivalent to 30 per cent of capital allowances - £6 to £7 per child. Although NCPA recognized that fund raising was often a *raison d'être* and that it would never dictate to associations what they should or should not do, the danger was that a two-tier system of education would develop.

"The haves and the have-nots. It will create disadvantaged children and disadvantaged schools,"

Mrs Sheila Naybour, vice chairman of the association, believed that fund raising could overwhelm all the other functions of a parents' association. As well as studying the amounts raised by parents she commended MPs to study the levels of capital in some l.e.a.s. Her native Clwyd spent 7½p a week on her eight-year-old son.

Mr Tony Smith said some funds raised by parents were being spent on essential building work. A good environment, education and raised the morale of staff and pupils in turn. "A well-lit, clean, well-decorated classroom is much nicer to work in than a classroom in a dilapidated state."

Ulster minister joins call for 11-plus to be less dominant in curriculum

by Carmel McQuaid

The minister responsible for education in Northern Ireland, Mr Nicholas Scott, has added his voice to the chorus of demands for the 11-plus transfer procedure to be less dominant in the primary curriculum.

During a tour of grammar schools in the Western Education and Library Board, the Minister urged teachers to adopt a less intensive approach to the procedure and stop the "dreary round of practice and practice of the sorts of test items that most well-rounded and widely read children could be expected to take in their stride."

Such over-preparation of children could damage and distort the curriculum they are taught, depriving it of breadth and balance, he warned.

"It must be very damaging for pupils to be over-graded because of intensive coaching and to find the pace in the grammar school far beyond their capacity. In these circumstances no one has benefited - not the pupil, nor the primary school nor the pupil's parents nor the grammar school. But all of these carry part of the responsibility for the outcome," Mr Scott said.

Teachers, however, had the remedy in their own hands, since only they were in the position to take a more relaxed approach to the 11 plus stage.

The education minister reiterated the official stand on the transfer tests: "We have a selective system and Government policy remains that, while I am prepared to consider, on the evidence, any proposal to adopt non-selective arrangements in any area, there is no requirement or pressure on boards to submit blanket proposals for reorganization."

Meanwhile the Association for Comprehensive Education has written to all five education boards, asserting that the social divisions created by the



Nicholas Scott... pupils damaged by over-grading

11-plus need to be tackled urgently.

By determining the vocational, financial and social prospects of young people, the association says, the existing selective system reduces educational opportunities and acts as an instrument of social engineering.

The association dismisses as meaningless the notion of "suitability" of children for grammar school, as, in spite of falling overall numbers, enrolments in voluntary grammar schools have risen by 1,500 in the last five years, with schools competing for pupils.

The rationalization of sixth forms has meant that a level work has been withdrawn from most secondary schools, benefitting the grammar sector, leaving the respected status secondaries achieved in the 1950s and 1960s just a memory the letter says.

The association suggests a balance in the quality of intake, which would give

all schools a fair range of ability and quota ensuring no school had more than 160 new pupils each year.

It adds: "Both these proposals will no doubt cause protests in the name of parental choice. But the unrealistic past seven years has done nothing to improve the quality of education or nothing to rid in the definition of a good school."

Selection, discredited as being moral or academic justification, served merely as "a statistical exercise that has long since departed from the spirit and intention of the education act by which it was instituted," the letter runs. It continues: "It has hardened the social stratification of schools, encouraged dubious competition in the competition for image and enrolment figures, and has made it possible any rational measures to deal with falling rolls."

Bureau set to launch under-fives unit with £1/4m DHSS grant

A new unit for the under-fives is to be launched by the National Children's Bureau next year with a grant of £240,000 from the Department of Health and Social Security.

The unit, which has been promised £80,000 a year for the next three years, will act as an information and development centre, disseminating new research and spreading good practice. It will also keep track of social changes which have implications for under-fives policies.

The NCB expects to appoint three new staff - a head of unit, a development officer and information officer.

The idea has developed out of discussions between the NCB and Government officials and represents a "one-off" initiative by the DHSS.

Mr Ron Davis, NCB's director said: "We felt there should be in Britain a focus point for parents, local authority officers, politicians and voluntary bodies to turn to for authoritative

advice and guidance on the best of modern thinking and practice."

He pointed out that there had been considerable advances in knowledge about young children's development over the past 20 years. "In addition there have been great changes in thinking about the provision and delivery of pre-school services with a major emphasis now upon the involvement of parents and the community."

As well as acting as a London-based advisory service the unit will hold seminars around the country, supported by training programmes, publications and exhibitions.

It will have an advisory committee including an observer from the Department of Education.

The NCB has a corporate membership of 500 organizations and groups, many of which are closely involved with young children and their families.

Book budgets below target

Book spending in primary schools is 50 per cent below a level described as "good" by experts.

Spending on class and library books for each primary pupil is also 40 per cent less than a "reasonable" figure, according to the National Book League.

A statement sent this week to Sir Keith Joseph says that on average £7.25 is being spent annually on books for every pupil. The League recommends a "good" level of spending of £14.91 per child and a "reasonable" level of £12.40.

Meanwhile, Lady David, Labour spokesman on education in the House of Lords, has written to Mr Richard Luce, minister for the arts and libraries, expressing concern about a fall in library book spending.

A report from the National Book Association, which Lady David chairs, shows that in the first five years of this Government library spending dropped by 13.4 per cent in Scotland, by 25 per cent in English counties and by 59 per cent in Northern Ireland.

NUT threat to stop tests

by Richard Garner

The National Union of Teachers has threatened to take legal action over Ealing's plans to introduce standard tests for children - including a reasoning test for seven-year-olds.

The NUT says that it will approach the High Court to stop the scheme if Ealing does not reconsider within the next fortnight.

The union maintains it should have been consulted because the tests will affect the way schools are run. In its support it cites a High Court decision to quash Manchester City Council's abolition of corporal punishment because the union had not been consulted.

The union, which is represented by Ealing Council, would introduce

dupe borough-wide reading tests in English, mathematics and verbal reasoning next summer for all children in their last year at first schools.

It has been opposed by all teacher unions, church representatives on the education committee, and Labour and Liberal opposition members of the council.

The schools subcommittee will consider the plan next Thursday.

The stars of the courses were the great HMIs. "Edith let them take the spotlight - some were tremendous show-offs," said Mr Fairbairn, who

Virginia Makins talks to a postwar pioneer of primary education

Affirming simplicities in a complex world

After a long silence, one of the most powerful architects of the postwar revolution in primary schools has decided to speak out. Edith Moorhouse was assistant education officer - later adviser - in charge of Oxfordshire's primary schools from 1946 to 1968.

In that time the county became one of the three or four main demonstration centres for the new style of child-centred primary education, based on first-hand experience and activity and giving art and craft an important place alongside reading, writing and mathematics.

She worked under a powerful education officer, Allan Chorlton, and was helped by charismatic HM Inspectors such as Robin Tanner and Christian Schiller. But she was the one who prepared the ground for change, bringing teachers out of their isolated village schools, where many had spent virtually their whole lives, to meet and talk about children and how they could be encouraged to learn.

"Edith is one of the unsung greats," said Len Marsh, principal of Bishop Grosseteste college, who was one of many tutors in colleges up and down the country who used to take students out to gain inspiration from Oxfordshire village schools.

Some years ago she wrote of her first 10 years in the county and sent it to a publisher. It was the time of the backlash against progressive education, and she was told to try again in 15 years, when people might be more ready to listen.

Now Oxfordshire education authority has published it and she's just finished writing the second half of her story.

"People call it a golden age," she told me. "It wasn't. There were great pressures. They were golden days because we made them golden days."

The books tell of how the golden days were created at a time when village schools had smoky tortoise stoves and bucket lavatories and no water supply, materials were very scarce, the birth rate was rising rapidly and qualified teachers were thin on the ground.

It also describes Edith Moorhouse's own education and experience teaching in all-age village schools in Yorkshire and Hertfordshire. She says that her ideas about the importance of children learning from their local environment came from "sheer experience".

For example, one day she had hoped to plan a nature study lesson during playtime but the head butted her to talk about the First World War. "So I told the children to go out into the field and collect one sample of every kind of grass they could find - just to get them a breathing space. The children were fascinated. I gradually learnt that if children were active they were much more willing to learn."

In Oxfordshire she ran residential courses for teachers where they painted, modelled, wove, explored hedgerows, read poetry and listened to music. Young teachers like Philip Best, still in the county as head of Burford primary school, say they were a revelation to young men trained in chalk and stick at their all-male colleges.

The stars of the courses were the great HMIs. "Edith let them take the spotlight - some were tremendous show-offs," said Mr Fairbairn, who

went on from Oxfordshire to train primary teachers at St John's College in York. "But she did all the spadework."

"What has happened to HMI? Can they really be so bullied by the ministers?" Edith Moorhouse asks today. "The one great joy of an HMI is that he is the Queen's servant, not the minister's."

In those days, she says, HMIs "lifted teachers' sights and made them find things they didn't know they had. Now they almost seem to be there to find fault."

She won the trust and confidence not only of teachers but of the Conservative education committee. It was done by explanation and demonstration - including exhibitions of children's work (complete with children, because otherwise no one believed that teachers hadn't done it all) at county shows.

"We never used the word open-plan or talked about family grouping or the integrated day. We didn't believe in tags," she said. "Other people put on the labels."

Persuaded by practical arguments, the committee began to employ secretaries and nursery assistants in primaries. "I suppose the infant helpers have all gone now." Primary capitation rose sharply from 5s 6d (about £3.30 today) in 1945 to £5 in 1955 (nearly £45). Now it is back down to £22.50.

She invented the idea of advisory teachers free from administrative chores looking after a group of schools supporting heads and young teachers and bringing them together.

Lady Plowden, who visited the county for her committee, said: "The thing about Oxfordshire, as compared to the West Riding or Hertfordshire, was the sense of purpose, the groups of excited young heads all working together."

Edith Moorhouse was, by all accounts, an unusual mixture of sometimes bossy toughness and great tact. "You need tactful people above all," she says. "I wasn't an administrator. I was an organizer who liked people."

Looking back, people agree that one of her greatest strengths was what Jim Fairbairn calls "an awesome simplicity about the methodology."

"Five or six things done really well - that was the hallmark," says Len Marsh.

Children's literature was one important ingredient. Another was taking children out to explore through all their senses before coming back to more academic work, writing, science and mathematics.

Edith Moorhouse is now worried that the simplicities are being lost with all the complex guidelines and pressures for technology and computing and a renewed academic emphasis in primary schools.

"Encouraging children to explore what is natural - woods and clay and wood and stones - to explore the life around them, that is fundamental," she says.

"Primary education should be about a way of life - a feeling for community and values and standards that must go all the way through. We need that more than ever now," says Edith Moorhouse.



Edith Moorhouse... powerful architect of primary revolution

"WILL YOU FAST WITH US?"

Polly Toynbee

"The Issue of World Hunger overshadows all of our lives. This national Fast seems to be a perfect opportunity for everyone to show, in a silent way, that they are hungry for change."

"We can only hope those inside the corridors of power will take note. I shall be fasting with Oxfam."

Polly Toynbee is hungry for change and she is part of a growing movement. Thousands of people from all walks of life are setting aside just one day to go without food in what promises to be a massive expression of sympathy with the poor and anger with governments who allow world hunger to grow in a world of plenty.

The signs are that Oxfam's second

Hungry For Change Fast is going to be a big one. Advance support has surpassed all our expectations.

The entire staff of BBC Radio One have decided to give over one day - Nov. 15 in support of the Fast.

Commitments from leading politicians, actors, entertainers and sports personalities are flooding into our offices. Apart from the thousands of individual fasts, many major towns in the UK are preparing organised events in church halls and schools.

Weight of numbers is now all important and so we urge you, if you are considering taking part in the Fast please register today!

Time is running out.

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Oxfam works with poor people in their struggle against hunger, disease, exploitation and poverty in Africa, Latin America and the Middle East. We provide relief, development, research and public education.



Hilary Wilce looks at the results of the inquiry into the deaths of four boys off Land's End last May

Bucks report sets out strict guidelines for future visits



The Land's End inquiry panel - from the left, Brenda Wickham, Charles Garrett and David Pullen.

Buckinghamshire education authority is to consult urgently with local teacher associations to produce guidelines for visits and journeys organized by schools in the county.

This follows the release of the authority's inquiry into the school trip on which four boys were swept to their deaths off Land's End last May.

The report says that the lack of detailed guidance on school trips from the authority contributed to the inadequate planning and organization of the trip.

But the tragedy resulted mainly from misjudgments, made by the head, Mr Alec Askew, who was in charge of the party of 51 children, the inquiry concluded.

One moment, in particular, is singled out when different action by Mr Askew might have avoided the tragedy.

It came when he walked a short way down a cliff path and saw, with concern, that some of his pupils were on rocks near the edge of the swirling water.

However, he did not shout at them because he did not want to create a panic, he told the inquiry.

Instead he turned round and went back to the top of the cliff, with some other children, expecting those on the rocks to follow when they saw what he was doing.

The report notes that Mr Askew was not carrying a whistle, and that no arrangements had been made for an emergency recall signal, but that vigorous hand signals would have prompted the children to move.

It also notes that no-one was directed to stay and watch to see whether the pupils returned up the cliff.

This decision is one of "many serious grounds for complaint" against Mr Askew, according to the report. He is criticized for poor preparation for the trip, for giving parents misleading information about insurance cover, and for inadequate supervision of the party while it was in Cornwall.

If he had not resigned in July, he would have faced disciplinary hearings, the report says.

The inquiry was conducted in private by Mr Charles Garrett, the chief education officer, with Mr David Pullen, the county secretary and solicitor, Mrs Brenda Wickham, the vice-chairman of the council, was an observer.

It followed an inquiry into the deaths of Nicholas Hurst, 10, Jamie

Holloway, 11, Robert Ankers, 12, and Ricci Lamden, 11, held in Penzance.

The inquiry found that the planning and preparation for the school visit were unsatisfactory.

The five supervising adults only met once, and only for a few minutes, before the trip. Parent helpers were not briefed on their responsibilities and did not meet the children in their groups before leaving. There was no discussion between the adults of safety procedures, the written information provided to parents was inadequate, and no sound preparations were made for the visit to Land's End.

The inquiry report points out that if the supervisors had known there was a steep path leading down to the water's edge, likely to appeal to adventurous youngsters, suitable precautions could have been taken.

It also points out that supervisors falsely assumed there could be no real danger in the popular tourist spot, and allowed the children to move freely about the site.

Closer supervision, dividing the party into its four groups of 12-13 pupils,

would have made it "very unlikely" that any children would have been allowed to head for the rocks, the report says.

The inquiry investigated allegations made by parents of the four boys that the group had been poorly supervised throughout its stay in Cornwall and found that on one occasion no roll-call or head-count had been done of children leaving a beach to return to their camp.

A claim that children could not find a supervising adult at night, when a child was sick, could not be investigated because the inquiry had taken a decision not to ask children to give evidence. Other complaints were rejected.

The inquiry found that in the hours following the tragedy, some insensitivity was possibly shown towards the feelings of the children in the party, and that news of the disaster was allowed to get back to Stoke Poges in a confused and unofficial way.

The county council is criticized for its actions after the tragedy. No arrangements were made to allow the

parents of the missing boys to travel to Cornwall, and no system was set up to relay information from the coroner's office to those concerned. There was also confusion about the council's decision not to provide legal representation for the adult supervisors.

The parents of the four boys made it clear to the inquiry that they felt the authority offered little support, and the inquiry accepted this. It also felt the chief education officer should have expressed "regret" about the deaths, not only "sympathy", as was the case.

The inquiry also took evidence from heads' and teachers' associations, and from the National and Local Government Officers for a wider review of school visits.

It says the findings about the Land's End tragedy indicate "there are a number of very basic lessons to be learnt: the need for careful preparation and planning of visits and the need to reconnoitre potentially hazardous areas, the need for all supervisors to know the scope of their responsibilities for supervision, the need for the party leader to decide on the arrangements

for supervisions in the light of the actual conditions being faced and make sure that the supervision is effective."

It recommends that the approval of governing bodies should be required for visits involving overnight stays, travel by air or sea, or hazardous activities and that governors should review their arrangements for approving visits. The education committee should also approve such visits, to ensure they conform to county regulations.

Leaders of groups should always be qualified teachers, but guidelines on visits should allow other adults to be included among the supervisors.

A preliminary visit by a teacher should be costed as part of the total cost of the trip and recouped from those taking part.

On insurance, the report recommends that parents should be told in writing about the responsibilities accepted by the authority and whether insurance cover is being arranged. (Parents of the four boys complained that although they had been told by Mr Askew that the cost of the trip included insurance, no policy had been taken. The head told the inquiry that his letter had intended merely to convey that the visit would be covered by the authority's normal insurance arrangements.)

The report stresses the need for a basic set of guidelines on school journeys, and recommends urgent discussion with teachers' associations at supervision levels, with proposals submitted to the schools sub-committee in mid-December. The sub-committee must then consider the question of authorising supply cover for teachers taking part in school visits, the report says.

This week Mr Norman Miles, president of the Buckinghamshire Association of the National Union of Teachers, said the union "would have been" have seen more in the report about the ways in which the authority considers itself to be at fault.

However he welcomed the attempt to find the causes of the tragedy and said the NUT would be working with the authority on guidelines, but would want to know more about the final report concerning supply cover for teachers on preliminary visits, and on actual school trips.

County NUT representatives were due to discuss the report today and it will go before a special education committee meeting on November 20.

Council must share blame says union

Mr David Hart, general secretary of the National Association of Head Teachers, commented: "I think that, as with all these situations, there is a reasonable degree of hindsight involved in the production of a report of this nature and Mr Askew and Mr Harrington have shouldered an unfair proportion of the blame."

"The county council, although it admits some responsibility, cannot escape its share of the responsibility, but the stark reality of the report is that it does emphasize very, very clearly just what a burden is carried by the head, and so I do not see how the head, who has the ultimate share of the responsibility, can escape the blame."

However, I think that Alec Askew has paid a very, very heavy price. He has resigned his post and lost financially. Whether it is his that he should now in addition be damned in this way by the report is a matter of judgement."

"The NART has already taken on board some of the implications of the disaster. We have prepared new guidelines for our members emphasizing particularly the need for a pre-visit reconnaissance of the site and the need for the head to be in charge of the supervision."

"I think we have to get the Land's End tragedy in perspective. It was a unique incident and while we must see it is never repeated we must also take great care to ensure it doesn't happen again. The excellent work done on school visits, the guidance and the thoroughness of the report, and the fact that the boys were well supervised."

Training for trip leaders: national course outlined

The outline of a new basic training course for leaders of school and youth expeditions was revealed this week on the day that the Land's End inquiry report was made public.

The prospect and syllabus for a new national award scheme, the Basic Expedition Training Award (BETA), have been hammered out by the Central Council of Physical Recreation in consultation with the DES, local education authorities, and other youth and community agencies. They have not yet been made public, although they are in final draft form.

This scheme is intended to give youth leaders and teachers the common sense skills to plan and manage outdoor groups. It covers such areas as equipment, first aid, conservation and party management, but is not intended to equip people in specialist areas such as rock climbing and canoeing.

The award has been developed over the past two years as part of a community sports leadership programme, but interest from local education authorities has leapt up since the Land's End tragedy last May.

Mr Nigel Hook, senior technical officer at the CCPR, said that about 65, i.e. a.s. had approached the council with enquiries about the scheme.

The council has tried out the syllabus on pilot courses, and hopes to finalize details of it by January.

Courses will be run by approved bodies such as colleges and outdoor centres, and moderated by external assessors appointed by the council.

Although the course is slanted towards leading and managing trips, much of the content will be of general use to all teachers.

management" section, for example there are a number of topics of direct relevance to the circumstances surrounding the Land's End disaster: the positioning of leaders; ensuring all members of the party are present; keeping the party together and maintaining control at all times; and identifying and anticipating any natural hazards.

The award is just one aspect of a general tightening up on school trips, in the wake of the deaths of the four boys from Stoke Poges Middle School.

New guidelines were laid down by the National Association of Head Teachers this autumn. They included ensuring that teachers were the main supervisors of visits, and putting someone in charge of first aid.

They also said there should be a line of communication with the home base, and that prior visits should be made wherever possible.

The National Union of Teachers has set up an executive working party to propose guidelines on school visits. It has asked members for their own experience of any problems encountered, and will examine staffing levels and consultations with parents, when it meets again in the new year.

Mr Norman Miles, president of the Buckinghamshire Association of the NUT said the Centre of Information on Schools in the county, "I have certainly heightened the awareness of teachers and parents, and schools are looking very carefully at their trips."

It had had a mixed effect on teachers, he said. Some had thought it was a bit of a scare, but for the Grace of God, while others had looked at their own arrangements for trips and visits and

The views expressed on this page are not necessarily those of the MEP directorate. Reviews do not imply endorsement by the Programme.



Students at work in The Brealey Language Centre

Slaying the dragon

New language centre to aid research in modern language teaching

St George's School, Sleaford, has the good fortune to have as Chairman of its governors a former pupil who is also a millionaire. Mr R Brealey, who was concerned that Britain might be failing in overseas contracts due to our inability to speak any language other than our own, made a large donation to the school for the building of a language centre, which has now been completed and was officially opened on September 24.

If the Brealey Language Centre were no more than an extravagant luxury for one Lincolnshire school then it would be of little interest or significance to others involved in language teaching. Its importance lies in the information that will be gained from the research interests of the Centre Manager, Sue Hewer, and others involved in the centre, and in the resources that the centre will generate for use by other people.

It is the aim of the centre to develop computer assisted language learning (CALL) materials to support the work of the modern languages teachers in the school and the joint Sleaford Vth form, and to observe and evaluate these materials in daily use. To this end the staff of the centre are working with the Shell Centre in Nottingham and the ITMA Collaboration to develop a scheme of classroom observation for modern languages teaching with mic-

rocomputers as an aid. The evidence gathered through the observation of children working with microcomputers, will enable evaluation of the hunches on which so much work with computers is based. It is hoped that this in turn will benefit the more widespread use of information technology in schools and its effect on the curriculum.

The centre has a particular interest in the development of self-access materials for Vth formers to enable those with a successful experience of languages to 16+ to extend their competence during their time in the Vth form when not following A level language courses. The students will be able to select multi-media and single medium materials appropriate to their individual needs and to monitor their personal progress through built in self-evaluation. The school is experimenting with an electronic mail link with the Lycée Classique, Diekirch, Luxembourg, under the auspices of MEP and is developing links with the University of Le Mans in the Sarthe, France, and the Centro de Enseñanzas Integradas, Huesca, Spain, with a view to exchanges of information and source materials.

For further information contact Sue Hewer, Brealey Language Centre, St George's School, Westholme, Sleaford, Lincs NG34 1PS.

ON CALL

Richard Beaton and Richard Taggart describe the view from the classroom

Computer Assisted Language Learning is here to stay. Modern Languages teachers are realising that the micro can be an instructor, an animator, a designer, an entertainer, a facilitator, and above all, a stimulator of ideas. CALL is a medium at the service of virtually the entire range of language teaching pedagogy. Keen proponents of the new communicative approach need have no fear!

In-service course

Places available

There are just a few places left on a modern languages course organised by the MEP E Midlands region for 22-23 November. As the content of the course, particularly the second day, is likely to be of wide interest, the E Midlands coordinator would be happy to accept applicants from outside the region.

The first day will include sessions on wordprocessing, authoring programs and simulations in modern language teaching. The second day will be based at the newly-built Brealey Language Centre in Sleaford and will include an introduction to Microsoft Auto-tutor, and comprehensive familiarisation with the facilities offered by information technology in a modern language teaching environment.

The course fee of £26 includes overnight accommodation at Edward King House in Lincoln. Applications should be sent to David Martin at Derbyshire College of Higher Education, Western Road, Mickleover, Derby DE3 5GX, phone 0332-47181, as quickly as possible.

Asking the right questions

Barry Jones points to some answers

Before trying to assess whether any of the available published computer software will complement a language learning program several questions need to be answered.

Is the class going to be taught as a group with just one computer in the room, or are several computers available? Will children be working in twos or threes - perhaps three work best - around a micro in class time, able to call on the help of the teacher, or is it envisaged that individuals work on their own with programs designed to meet their individual needs?

Is the skill of reading or writing the part to be practised rather than a mix of reading, writing, listening and speaking? Answers to these questions help when assessing how the available software meets the requirements of the modern language teacher.

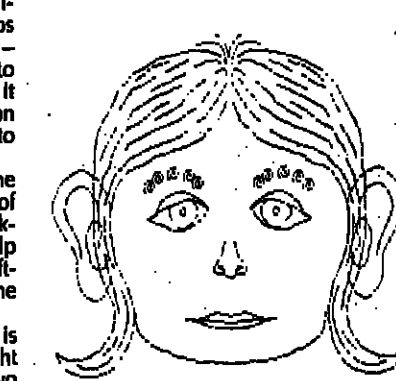
To take each question in turn. If it is envisaged that the children are taught as a group then at least one if not two large monitors will be needed. The programs should be such that they involve:

- decision making by the class, preferably in the foreign language - not too much print on the screen since this can be difficult to read by a whole class - some kind of response from the computer to what a learner does at the keyboard.

One such program is Burke's *Incendie a l'hotel*. The learners are asked to imagine that they are escaping from a burning hotel. They have to tell the computer (by entering in French) what they might do in the circumstances.

Another program in this category suitable for use with a whole class is *Quelle Telle* (French version) or *Köpie* (German version), produced at the University of Tübingen.

Homerton College, Cambridge. Here the language practice is that of active endings and adjectival word order. The learners use the computer to build up a variety of Identikit faces by selecting facial features from a list of words in French or German.



One result from Quelle Telle

The learners also describe the characteristics of these features - big, little, round, oval, square, etc. Each selection produces an immediate drawing which can be erased or retained, with finished faces being retained on disk if wished. Here some imaginative tasks are possible.

One learner can, for example, play the part of a detective and the rest of the class the part of witnesses. Each pupil needs a print out of one face unseen by the detective. Witnesses are then cross-examined by the detective who operates the keyboard to make up a face in the light of the exchange of information.

A completed face is finally compared with the one held by class in this way.

example the role of the teacher can be a very active one. Questions can be rehearsed and each decision discussed orally in the foreign language before the facial features are drawn. Over a million faces are possible so boredom need not result from using this program.

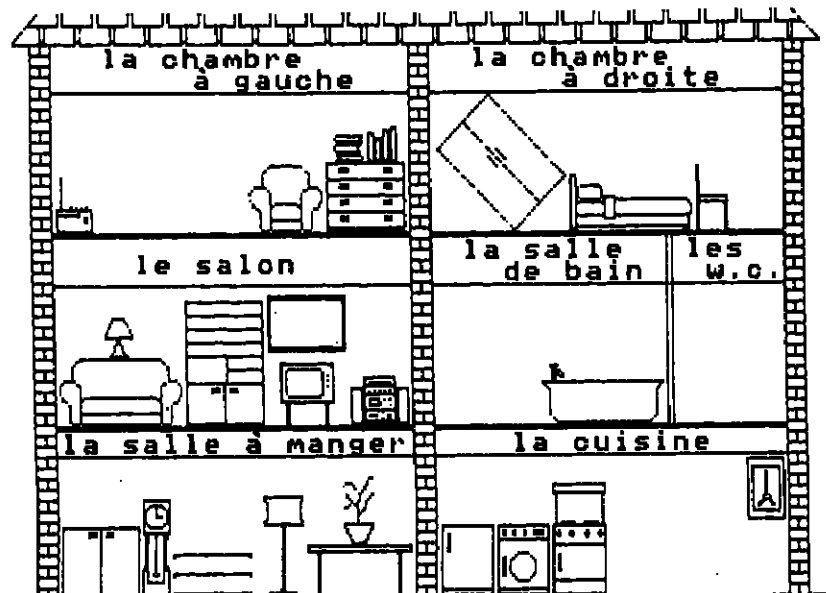
One kind of program which allows a teacher to tailor the language to the linguistic level of the learners is the kind of authoring package produced by C. Jones called *Vocab*. It contains a program which enables you to write your own word lists quickly and simply and an editor which enables you to make changes to word lists. The titles of the activities in the program give a feel of what is practised: 'alphagrams, where the learners guess the word the computer is thinking of, and anagrams, where the user sorts out an anagram' etc.

An additional program format suited to individual use but not so appropriate for whole class use because of the amount to read from the screen, is that of reading texts. Some programs provide texts in the foreign language and, if desired, the possibility of creating a teacher's own text.

For this, as with all the other kinds of programs described, a teacher needs to try out what is published by going to centres such as the Centre of Information on Language Teaching (CILT) in London, or any local software collection.

Armed with an idea of how to make the most of the computer he or she can then assess if published software can motivate and stimulate the language learning of the pupils. It is also an idea to read publishers' catalogues to see if any other models of usage are being developed; there are indeed some about to come on the market. If software available only in development stages is a reliable guide.

Barry Jones is head of modern languages at Homerton College, Cambridge.



Vocabulary building can be enhanced with suitable software

It is often forgotten that typing in a whole phrase or word is not the only way of interacting with a program. The variety of responses available is considerable: it could be by entering a single letter or number; an oral response to the teacher (as in 'Bahnhof' a role-play stimulus program); or touching part of a picture with a Concept Keyboard.

For younger pupils it is good practice to have some form of graphics in addition to text, with possibly a 'reward' in the form of a score, for stimulating interest and competition.

Broadly speaking, programs fall into two categories: those which manipulate language as an end in itself, and those which use the language as a medium in simulation or heuristic activities. To start with it is advisable to choose a few programs and get to know them really well, rather than trying an enormous range at once.

CALL can be used to consolidate and revise numbers, directions or tenses in a far more interesting way than 'chalk and talk'. Another use is for comprehension, by filling in missing text, with programs like *Gapkit*, *Copywrite* and *Text-Fill*. *Copywrite* is in regular use at one school in North Yorkshire for A level prose work, and although this involves considerable preparation on the part of the teacher, once done, the work is there permanently and instantly accessible.

Programs also found useful are those which deal with homes, furniture, clothes, parts of the body (eg 'Quelle Telle') particularly when they incorporate the use of graphics. Even English programs for juniors can be used, with translation games for 'hangman' or wordsquare searches. One wordsquare is produced for each pupil, they are given a French equivalent, and they find the English word on the square. More advanced pupils in small groups can find the 'problem' or 'decision-making' programs stimulating.

There are two caveats: one strength of CALL lies in the self-pacing it allows. Limiting the time at the keyboard will not only help integration of the program with other activities, but will prevent the class fragmenting. (You must make the program serve your objectives.) Secondly, ensure as far as possible that everyone has a turn at the keyboard. If you can handle pair and group work this will be easy.

There are several program features that are worth considering and these include: flexibility of use with different ability groups - several 'template' programs allow the teacher to enter and use different data for different groups (eg *Speedread*); colourful, relevant graphics; the program's reaction to errors (accidental or otherwise); ease of loading and running - a disc drive is

essential. Pages of on-screen instructions are useless for younger pupils and boring for older ones; a print-out facility - easy for the programmer to build in, and it increases the versatility of the product enormously.

What problems are you likely to find? No innovation worth pursuing is entirely free of problems, and the first to tackle is access to equipment. Many schools have computer rooms which should be bookable, even occasionally, by other departments. If only one computer is available, connect it to a large monitor, and you will find that many programs can be used to stimulate dialogue and 'verbal input' from the class, with the teacher or one pupil at the keyboard. (Double height lettering is a great help here.)

As usual, the greatest problem is time. Can a computer lesson be justified in a fairly tight course for examination classes? The answer must be 'yes', on condition that the content of the program is relevant to what is being taught. One double lesson every three weeks or so should be manageable.

Is the effort worthwhile? The preliminary research we have seen does not indicate that foreign language learners using computers are significantly more successful than those who do not, but one small-scale study has indicated a much greater uniformity of performance and marginally more positive attitudes to foreign languages. It is also very gratifying to find A level students becoming so interested in the technology that some have opted for a combination of Computing and Languages at University, or for Computational Linguistics at UMIST.

Anyone interested in developing CALL within the department should certainly be encouraged to speak to their computing adviser, take out a (very inexpensive) subscription to 'CALL-board' from the new National CALL Centre at Ealing College of Higher Education, and seek information from the ever helpful CILT. There is a dire need for more in-service training, more commercial software, and more equipment, but the future for CALL is bright.

Richard Beaton is lecturer-in-charge at the Ripon Language Centre and David Taggart is head of modern languages at Skipton Girls' High School, both in North Yorkshire.

Some useful books for further reading include:

Computers in language learning, Higgins & Johns, 1984, Collins ELT; *Language teaching and the micro-computer*, Rex Last, 1984, Blackwell; *A modern language teacher's guide to CALL*, Heath 1985, CILT (available from The Bordesley Centre, Camp Hill, Stratford Rd., B'ham B11 1AR).

About this advertisement and MEP

MEP, the Microelectronics Education Programme, is funded by the central education departments of England, Wales and Northern Ireland, to explore ways in which microtechnology can be used to extend and enhance the learning opportunities of all pupils.

This page is one of a series that MEP has paid for in The TES to allow practising teachers and related professionals an opportunity to share widely their experiences in the application of

microtechnology to their particular specialism.

If you would like further help then your local adviser is the first person to turn to. We try and brief them with developments and in any case they will know of additional resources that you might find helpful or useful.

A wide range of educational software and technology devices can be examined at the Programme's regional information centres. Your adviser will have the address and phone number.

CEO admits Askew error

Allowing the head, Mr Alec Askew (pictured) to continue to run the school after the tragedy was a mistake, Mr Charles Garrett, Buckinghamshire CEO, admits in an appendix to the main report.

The head was clearly under stress which manifested itself, for example, in him reading out at school assemblies letters that he was receiving from members of the public. This and other actions of this kind were felt to be unsettling for the children and parents," the report says.

"It is now clear that Mr Askew was more shocked, and hence his ability to

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Biddy Passmore reports on the Association of Metropolitan Authorities education conference

Ridicule, not confrontation 'best way to fight racism'

The best way to combat racism was by ridicule rather than head-on confrontation, according to Professor Bhikhu Parekh, the new deputy chairman of the Commission for Racial Equality.

"Anti-racist" education could become propaganda in unskilled hands, he warned the meeting. It was an attempt to make the whole of schooling revolve around the issue of racism, whereas it was better to make the attack on racism one of a number of educational objectives.

He preferred the multicultural approach to education, which would show children that there were diverse ways of looking at everything; that each way had a certain legitimacy - although some had more than others; and that no religion or culture could be presented as revealing the absolute truth.

Professor Parekh, who is professor of political philosophy at the University of Hull, said the ethno-centric nature of English schooling was leaving children "educationally, culturally and emotionally impoverished".

While English education was good at cultivating children's powers of analysis and self-expression, it did not develop their curiosity about other cultures and therefore could not, by definition, promote self-criticism.

If this approach did not change, Britain could suffer economically and

culturally because other countries would not put up with such arrogance. And social harmony would be damaged because young people would not have learnt to tolerate those from other cultures.

Moreover, the large number of black children in British schools were being sentenced to feelings of self-alienation and self-hatred.

It was extraordinary to argue that English schools were there to teach a commonly agreed English public culture and that other elements could be left to the home, the church or the mosque, he said.

If schools did not teach children about certain things, they were implying that they were not legitimate and best confined to the private world of the individual.

He told of an "agonizing and moving incident" he had witnessed on a train from Hull last year, when a little Pakistani girl had become extremely embarrassed that her parents were talking in Urdu and had shouted at them to stop. "You don't speak Urdu on the train," she cried, "would you expose your private parts in public?"

Professor Parekh cautioned against the tendency to personalize issues rather than to examine fundamental principles.

"I fear that Ray Honeyford may be turned into the Arthur Scargill of the educational world," he said.

He also warned that multicultural education must not be allowed to degenerate into a "divulge and steel band approach" or a "sop to the blacks" but should be an integral part of every child's education.

His speech gave rise to a lively debate. While most of his audience appeared to share his diagnosis, some considered his prescription did not go far enough.

Mrs Leisha Fullick, vice-chairman of the education committee of the London borough of Newham, said society had changed so much in the last eight or 10 years that a multicultural approach was now inappropriate.

"Laughing and ridiculing are totally inadequate responses to deep-rooted prejudice and hatred," she said. "We need a total institutional response."

Professor Parekh said he was strongly opposed to schools for religious minorities and thought it would be a grave mistake for Sikhs and Muslims to start setting up their own schools.

But demand for such schools would continue unless the mainstream education system was prepared to pay attention to people's fears and anxieties.

Multicultural education was far more necessary in all-white schools than in areas where there were blacks, he said.

Bitter Tory attack on Labour over pay talks

Conservative anger at the handling of the pay dispute by the Labour-led employers' side broke into the open at the meeting.

In an attack on Mrs Nicole Harrison and Mr John Pearson, the leader and deputy leader of the employers' side on Burnham, Mr Paul Ciolek of Kingston said: "You are responsible for offering money you know jolly well none of us have and you have tried to give away bargaining points which you know you have no right to do."

He was chided from the chair by Mr Pearson, who said it would be more constructive to put pressure on Sir Keith Joseph than to make personal attacks. He also reminded Tory members that any proposal to the teachers' panel in Burnham had first to be agreed by all of the management panel.

This acrimonious exchange preceded the proper debate on pay and may have prevented all-party agreement on a motion.

As it was, the votes split along party lines. The Labour majority ensured the approval of a motion from Sheffield calling on the Education Secretary to "use his entrepreneurial skills" to make more money available to resolve the dispute.

A Conservative amendment calling for a settlement to be linked with salary restructuring and conditions of service was defeated.

Conservative speakers opposed the Labour motion because it was sarcastic



Paul Ciolek: chided

(It asked Sir Keith to "give credence to his fine phrases" about standards and quality) and because it evaded the central issue of conditions of service.

But Mr Ken Anstis, a Liberal spokesman from Stockport, said that tying the £1.25 billion for restructuring into this year's settlement at this stage would put teachers under duress.

After the defeat of the Conservative amendment, Mr Ciolek warned: "Please bear in mind the importance not just of a fair deal for teachers but also of a fair deal for employers and that this year should not go without a deal on conditions of service."

Dual system problems to be reviewed

A review of the dual system of county and voluntary schools is to be carried out by the Association of Metropolitan Authorities, after delegates approved the move by 16 votes to 15.

All 48 member L.S.A.s will be asked for their views on this tricky question, which has become more acute recently because of Muslim demands for separate schools. The association will make representations to the Education Secretary in the light of findings.

The narrowness of the vote at the meeting - which owed more to Labour councillors' absence through late sleeping than to anything else - followed a debate in which Conservative members had voiced suspicions that the review would be used as a vehicle for the abolition of voluntary schools.

But Mrs Leisha Fullick, vice-chairman of Newham education committee and the mover of the motion, said minds had not been made up in advance. There was clearly a problem with the provision for voluntary schools in the 1944 Act, she said. It had been identified by the Swann Report, which had asked for a review, but the Government's response had been inadequate.

The three education spokesmen in the London borough of Brent, which is hung, spoke in the debate.

Mr Alan Johnston, the Liberal, thought that L.S.A.s should be given a bigger say in the running of voluntary schools.

Mr Arthur Steel, the Conservative, said the pressure to change county schools to meet the needs of different groups would make the system unworkable. In Brent, Irish Catholics were refusing places at schools where there were black children, and blacks were refusing places where there were Asians who were deemed unable to speak English. This was emptying schools, he said.

But Mr Ron Anderson, Labour spokesman, said Mr Steel was "not living in the same world as the rest of us". He said he had been refused for

Two-year delay of GCSE urged

A motion calling on Sir Keith Joseph to postpone the introduction of the GCSE for two years was carried by 22 votes to 17.

This represents a change of policy for the association, which specifically rejected postponement of the new exam at the last meeting of its education committee. The motion will now be considered at the January meeting of the committee.

Now AMA leaders will seek a meeting with both Sir Keith and with Sir Wilfred Cockcroft, chairman of the Secondary Examinations Council, to urge postponement.

Moving the motion, Mr Frank Allison, deputy CEO of Coventry, said the in-service training required in the city's schools for the new exam would have to be concentrated into eight days. That would mean finding an extra 160 supply teachers per day, he said, for whom the Education Secretary would need only 70 per cent of the cost.

Moreover, many subject syllabuses would not be available until after the in-service training days, so the training would have to be very general. New books and equipment would also be needed.

Tory members thought a two-year postponement went too far, although Mr Paul Ciolek from Kingston said there was "not much disagreement in the room". His plea for a one-year postponement was rejected.

A second motion calling on the Government to ensure that the grade-related criteria for the new exam were "compatible with recent developments in the content and organisation of the school curriculum" was passed, with only one vote against.

Meal motion

Two motions expressing opposition to the reforms of social security set out in the recent Government Green Paper and calling for L.S.A.s to keep their discretionary powers to provide free and cut-price meals were passed at the meeting. The Green Paper proposed that only children in families on supplementary benefit should keep their right to free meals, others should get

UCET holds a meeting today to plan a tough stand on inspections and course accreditation. Virginia Makins reports

Why the Inspector isn't welcome

For the first time in its history, the Universities Council for the Education of Teachers (UCET) is meeting behind closed doors this afternoon to discuss how university education departments can stand firm against the twin pressures of HMI inspections and Government accreditation of initial teacher training courses.

One head of department is planning to recommend that, until there has been more joint discussion with HMI about the form of visits and subsequent reports, the universities should refuse to let in the HMIs.

UCET's executive has already written to heads of education departments recommending that universities should not agree to the publication of HMI reports, and the Committee of Vice-Chancellors and Principals is currently discussing whether permission to publish should be refused.

Until this year UCET conferences have been polite talking shops, with interested parties such as HMI, DES officials, and representatives of teacher associations, free to attend all sessions.

This afternoon's private meeting, before the conference proper begins, marks an attempt by heads of several education departments to canalize general anger and frustration caused by the procedures of both the HMI and the Government Council for the Accreditation of Teacher Education (CATE) into a united demand for clearer agreed guidelines.

Complaints against HMI in different universities include their failure to read carefully-prepared background material before they arrive, their willingness to judge standards in a department they had no time to visit, and their refusal to change what at least two universities saw as factual inaccuracies and misunderstandings in final reports.

Mr Eric Bolton, Senior Chief Inspector, says that it is always HMI policy to change inaccurate facts - but impossible for it to unravel judgments.

"The universities haven't been visited before, and some seem to think they have some sort of veto," he said. "They see our visits myopically as all to do with teacher training - what the Inspectors bring is a view of what the schools need."

HMI can only visit universities by invitation (though, since CATE, the system is "no visit, no accreditation"). So far no university has agreed to the publication of a report on its education department. Public sector institutions have no option to refuse publication.

UCET is likely to demand that when final reports - which go to CATE and to the University Grants Committee - are circulated, the university's own comments are firmly attached. HMI will resist this precedent.

Universities' experiences of HMI and CATE have not all been bad - they have led to useful discussions and clarification of teacher training courses.

One CATE criterion that has been particularly valuable is the demand to strengthen local accreditation committees which has led, the departments say, to much better dialogue and understanding about teacher training courses.

But CATE's operations have also caused considerable anger. In one case - Newcastle university, one of the eight institutions in the first batch of nine who were "failed" by CATE - the Council gave the university no chance to defend its courses in person.

Other universities have complained about ambiguous or irrelevant questions on questionnaires, about demands for more statistical material than can possibly be useful, and even



Teacher training: piecing together a unified policy

about getting a badly attended and badly informed hearing when they were invited to come and present their case. Meanwhile, CATE has been revising its procedures, clarifying questionnaires and inviting all institutions for personal discussions. But the teacher trainers maintain that there should have been much more consultation

before the Council began its work. The main bone of contention is still some of the CATE criteria, set by the DES and Sir Keith Joseph before CATE was established. One of the most controversial, the demand for two full years' study of an academic subject in primary BEd courses, only affects a few university departments.

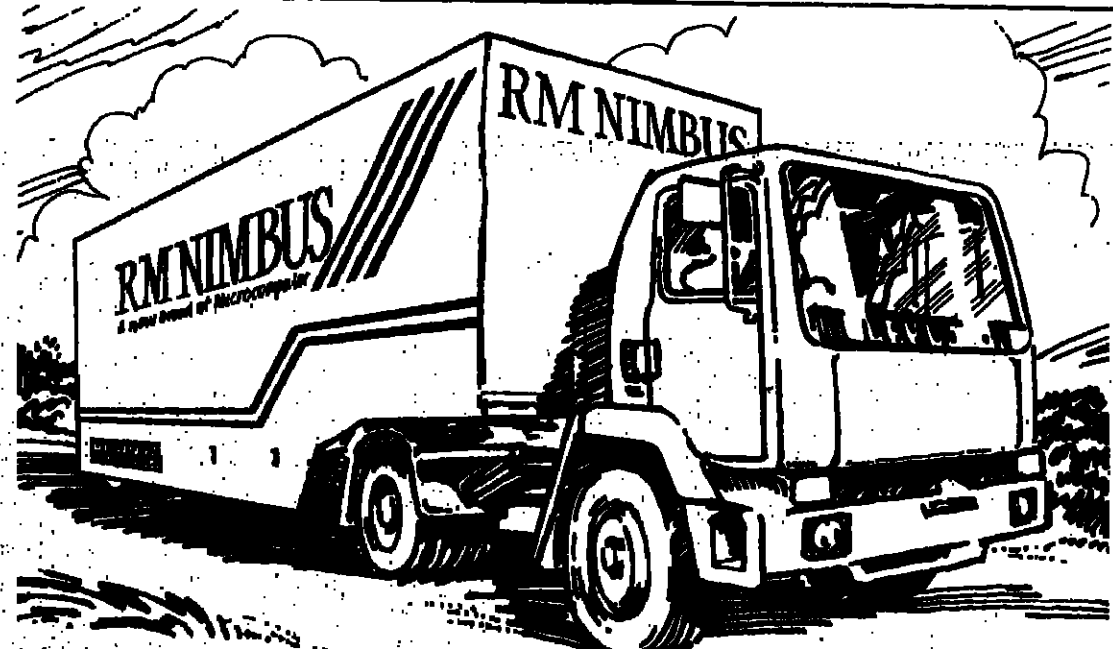
But the demand for "recent and relevant" teaching experience is a major imposition on the resources of all university departments, many of which have already been hit by staff and financial cuts and expanding student numbers. One university estimates the cost of meeting CATE criteria at £50,000.

Many university departments believe that their existing and varied contacts with schools make a spell of what one professor calls "stand and deliver teaching" a very low priority - and indeed, an insult to the skills and professionalism of practising teachers.

Again, CATE has been modifying its demands as it goes along. "Clarification" of the demand for a 36-week PGCE course has led to an agreement, acceptable to most universities, that a couple of weeks school visiting before the course proper begins can count in the total.

Now CATE has a clarifying note in draft on contacts with schools which will take a much more flexible line on what counts as "recent and relevant" experience than the early gnomish pronouncements seemed to offer.

But in spite of bends and shifts in the criteria, and some good spin-offs from the accreditation exercise, many heads of university education departments believe the result will be "window dressing", "jumping through silly hoops", and "pencil-sharpening" (to quote three different education professors), rather than in any clear improvement in the quality of teacher training.



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- Wed. 27th Nov. — AUCBE, Endymion Road, HATFIELD, Herts.
- Thurs. 28th Nov. — Braintree College of Further Education, Church Lane, BRAINTREE.
- Fri. 29th Nov. — South Suffolk Teachers' Centre.

THE TIMES Educational Supplement

COLLINS SCHOOL STAFFROOM CROSSWORD COMPETITION 1985

1st Prizes (Books to the value of £150)

St Wilfrid's RC High School, Orrell Road, Litherland, Merseyside.

Scott Lidgett, Drummond Road, London SE16 4EE.

Lease Academy, Myrtle Avenue, Lezlie, Glasgow G66 4LR.

Palmer Secondary, 11 Craigmuir Place, Glasgow G52 4DL.

Charles Kingsley School, Eversley, Basingstoke, Hampshire.

Tottenham Comprehensive, Sopers Lane, Christchurch, Dorset.

2nd Prizes (Books to the value of £100)

Lowlands Sixth Form College, Lowlands Road, Harrow, Middlesex.

Box Hill School, Mickleham, Near Dorking, Surrey.

Poynton County High School, Yew Tree Lane, Poynton, Cheshire.

Exmouth Community College, Green Close, Exmouth, Devon EX8 3AF.

Jewish School, Henley Road, Ipswich IP1 3SG.

Hurley County Primary, Bursley Way, Bradwell, Newcastle Upon Tyne.

St Albans' Comprehensive School, The Park, Pontypool, Gwent, Wales.

Calvey High School, New Zealand Road, Cardiff, S. Glamorgan.

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Alder Hey Hospital School, Eaton Road, Liverpool L12 2AF.

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Williams Brooks, Farley Road, Much Wenlock, Shropshire TF13 6NB.

Bournemouth School, East Way, Bournemouth, Dorset BH8 9PY.

Edgeware Comprehensive, Green Lane Edgeware, Middlesex HA8 8BT.

Regina North Girls School, Selly Oak Road, Birmingham B30 1HW.

St Mary's High School, Wolurn Road, Croydon, Surrey CR9 2LQ.

St Block Staffroom, Ashby Grammar School, Leicester Road, Ashby de la Zouch, Leics.

Winners of draw for case of Sherry: St Alban's Comprehensive School, The Park, Pontypool, Gwent, Wales.

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Rushy Mead Comprehensive, Melton Road, Leicester LE4 7PA.

Gedling County Primary, Lockhill Close, Godinton Park, Ashford, Kent.

Lowton High School, Newton Road, Lowton, Warrington WA3 1DU.

St John Fisher R.C., Ordance Street, Chatham, Kent.

Thornhill Comprehensive, Maypole Road, Tiptree, Colchester CO2 0PP.

Cowplain Comprehensive, Hart Plain Avenue, Cowplain, Portsmouth PO8 8RY.

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Septhury Hall, Wantage School, Chalfow Road, Wantage, Oxon.

Clifton Redwood Primary, Clifton, Near Market Harborough, Leics.

Cambridge Centre for Sixth Form Studies, 1 Seabury Villas, Station Road, Cambridge.

Chichele School, Spencer Road, Rushden, Northants. NN10 9AD.

Warwick School, Loden Road, Brocton, Saltburn, Cleveland.

Brickhill Senior High, Bricknell Avenue, Hull, N. Humberside HU5 4ET.

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Southfields School, Singwell Road, Gravesend, Kent DA11 2RF.

Newlands School, Farm Road, Maidenhead, Berks.

Inglestone Anglo-European School, Willow Green, Inglestone, Essex.

Beverstock, 501 Bels Lane, Kingsheath, Birmingham B14 5TL.

Princesley All Saints, Church Lane, Friskney, Lincs.

Willow High School, Willows Avenue, Tremorfa, Cardiff CF2 2YE.

Ryland Secondary School, Lauderdale Gardens, Glasgow DA11 9RQ.

High Pavement VI Form College, Galsford Crescent, Bestwood Estate, Nottingham.

Sir Thomas Pieten, Penkridge School, SA61 2NX.

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Hilary Wilce reports on the conference of Women in Education

Teachers fighting discrimination 'should go for power positions'

Women teachers who want to tackle discrimination in education should forget about questions of attitudes and the curriculum and go for power.

"Men have money and men have power. You should be after power. The primary issue is staffing," Mr Eric Robinson, principal of Lancashire Polytechnic, told the annual conference of Women in Education, which met in Leicester last weekend.

Conditions for women in education had worsened, Mr Robinson said. The number of women in senior posts had declined over the past 20 years, and the conditions for part-time workers had deteriorated.

Women were discriminated against not just as teachers, but as education officers, advisers and ancillary staff, he said. At his polytechnic, where a survey of discrimination had been carried out three years ago, the biggest complaints had come from the cleaners, clerks and administrators.

"How many women caretakers do you have in schools? And how many men working as secretaries to heads?"

"The whole rotten structure of promotions within the system" needed changing, he said. Criteria for internal promotions were unfair and wide open to abuse and patronage.

Heads could say, "We must promote Mr Brown or he will leave, but we needn't worry about Mrs Jones because her husband runs the factory

down the road so she won't be going."

The education system had also totally failed to acknowledge the need to be able to maintain a career through the family break, he said.

Mr Robinson said the web of discrimination was widespread and complex. Much more study needed to be done, and closer attention should be paid to the American literature on discrimination. And it was no good thinking it was all management's fault. "Some of the most bitter opponents are in the trade unions."

The way forward was not through existing institutions and structures but through separate women's committees and organizations, and no local authority could claim to be serious about equal opportunities unless it had a strong group of officers responsible for those policies and nothing else, backed by elected members committed to the ideas.

"Unless you've got that you have not even started," he said.

Surveys were needed to expose the size of the problem, and he urged staff to conduct them within their own schools. "They always show a much bigger problem than anyone ever acknowledged."

Mr Robinson told his audience that the issue in question was not simply emancipation, or the education of girls, but a fundamental shift in the roles of men and women.

For example, higher education in this country had been developed to serve the needs of 18-year-old boys who play rugby. "The rest of you can now get higher education - provided you behave, or imitate the behaviour of 18-year-old boys."

Hardly any courses were timed to allow people to take their children to school, Mr Robinson pointed out, and the University Grants Committee had told universities that they should not spend money on child care and crèches. "Yet it is quite in order for them to spend it on bars, squash courts and rugby facilities."

Mr Robinson said the whole situation was "much worse than you think" but the more it was questioned, the more bitter opposition would become. "Don't forget, there are enormous privileges invested in the system."

More women should fight their cases through the courts, he said, and he praised Mrs Vera Chadwick, the Lancashire deputy head who this summer won a sex discrimination case against Lancashire education authority, and who was attending the conference.

Both this mention, and his remarks about local authority commitment were pointedly directed at Mrs Josie Farrington, the Lancashire education chairman, another speaker at the conference who was sharing the platform.

Mr Robinson, a member of Lancashire's education committee, has

attacked the authority for failing to confront fully the issues raised by Mrs Chadwick's case.

Women in Education is a national pressure group for teachers and other women in education, but was founded in the north west of the country, and has particularly strong links in Lancashire, where three separate complaints of sex discrimination have been brought in recent years against the education authority.

Mrs Farrington told the audience of 160, that she was conscious Lancashire still had much to do to implement its equal opportunities policy. "We have publicly recognized that fact and we have to learn from our mistakes."

In a passionate speech she urged women to get involved in the struggle to change society.

"Most of you in this room, even if you are hindered by circumstances that should not prevail, are part of the 'haves', she said, and should fight for those who are the have-nots.

Women, because of their particular experience, could bring a fresh challenge to the system, she said. She had been surprised to see that the inaugural meeting of Women in Education had set up an executive committee and then asked who wanted to be on it.

"This is not usually how it's done. Usually you decide that a small group of people are going to be in power, and then you fight like hell to be one of those few."

has been achieved in the ILEA can be achieved elsewhere."

However the grievance procedures which had been established partly to help women and ethnic minority staff had been used mainly by white, middle-class males, she said.

There was a need to encourage women to think about education administration as a career, and for heads and advisers to encourage women to apply for promotion.

Dr Blackstone said she was prob-

ably typical of most successful women in that every job she had taken she had been asked, or encouraged, to apply for.

Ms Jennifer Wicker, deputy director of Leicestershire education authority, outlined steps the authority is taking to promote equal opportunities, including an analysis of the position of women teachers in the county, and the secondment of heads and teachers to work in the area. In-service courses geared to the needs of women were also being developed, she said.

Polytechnics fail to meet engineering course targets

Two-thirds of Britain's polytechnics, including all but one of the prestige institutions which won extra money and students in the Government's "switch", have failed to meet their student recruitment targets in engineering.

Eighteen of the 29 have fallen below their targets, some by as much as 35 per cent. Eleven have reached them, but in several cases only by extra over-recruitment to one degree to compensate for failure to reach their target in another. At least two courses recruited so badly they have had to close.

A trickle of new students may improve recruitment slightly between now and Christmas. But the overall picture suggests that, with pressure from the National Advisory Body and the Government to attract more engineering students, first year polytechnic engineering students are around 10 per cent down.

Of the eight polytechnics who received money in the second part of the Government's £43 million "switch" programme, and who were therefore

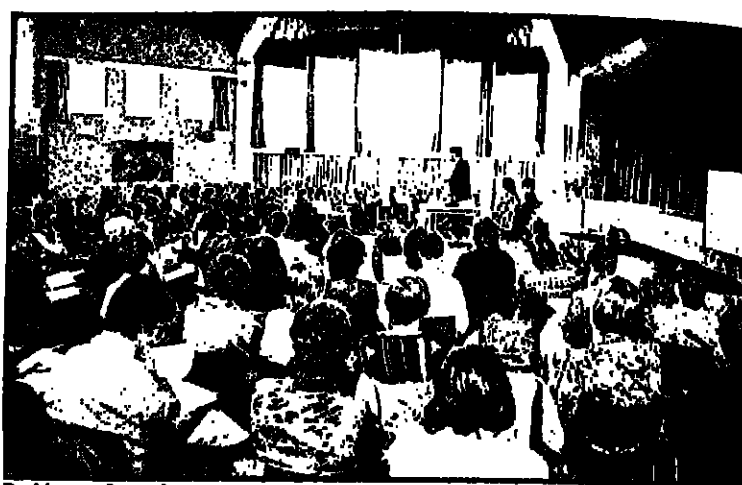
expected to lead the way in new engineering graduates, only Kingston has recruited its NAB target this year. All the others - Central London, Coventry, Hatfield, Huddersfield, Middlesex, Plymouth and South Bank - have not.

The others below their targets by anything from 3 to 35 per cent are Brighton City, Leicester, Manchester, North East London, North Staffordshire, Portsmouth, Oxford, Sheffield, Sunderland and Wales.

Several, including Portsmouth and Coventry, have more than one example of students accepting places on their HND courses and then at the last minute going to university instead.

The two to lose courses are City, which could not recruit enough students to make its HNC in metallurgy viable, and North East London, which only recruited six students now dispersed to other institutions - for its BEng in mechanical and production engineering.

Mechanical and civil engineering courses generally recruited much worse than electrical and electronic engineering - *THE*



Problems of equal opportunity aired at the Women in Education conference.

Biddy Passmore reports on efforts to improve links between the police and teachers

Joining forces to build trust

Two beleaguered forces - teachers and the police - met in London last week to share ideas on improving liaison between them.

Recent events, from the riots of Handsworth and Tottenham to the decision by inner London teachers to ban police visits to classrooms, have not made police/school links any easier.

But last week's seminar, organized by the Police Federation, was "sparked off" not by the events of the past few weeks but by the publication more than two years ago of a report by Her Majesty's Inspectorate.

The report, called "Police Liaison with the Education Service", found that cooperation was worryingly uneven across the country, and that police tended to lose contact with pupils in the crucial early secondary years.

Obstacles to progress included mutual distrust, lack of police training and manpower, and the absence of clear points of contact at senior levels between police forces and L.E.A.s, the inspectors said.

Worried by these findings, the Police Federation embarked on a series of discussions with teacher unions - having taken "some friendly advice" on which ones to talk to - and trawled for examples of good practice. The results were presented at last week's seminar.

First win the school's trust, seemed to be one basic rule. From Dorset to Essex to Northumbria, speakers stressed the importance of officers taking time to build up informal contacts rather than leaping in with large boots five minutes before their first presentation.

Constable Norman Bell of the Northumbria Police Force described how he had started by observing teachers and pupils in the classroom, having lunch with them and helping with games, and had then progressed to attending school functions and youth clubs until the day when, knees knocking, he had addressed the school assembly. ("Worse than the Crown Court," he confided.) Only then did he give his first talks in the classroom.

He was one of four original members of Northumbria's Schools Liaison Team, set up in 1978 because of growing concern about juvenile crime, which covers six L.E.A.s including Newcastle.

Mrs Joan Thornton, head of personal and social development at Heaton Manor comprehensive in Newcastle, described the result of the scheme as "gradual but perceptible change in pupils' attitudes to the policeman - they began to see him as a person and the staff began to see him as a friend."

A joint working party of senior officials from the six authorities and Northumbria Police has now drawn up a standardized programme for police/school links and there have also been two joint training programmes for police officers taking part.

There have been problems, of course: shortage of money for printing the programme and shortage of officers to carry it out in full in three of the authorities.

Finding a curricular slot in secondary schools was also a headache, Mrs Thornton said. Police visits have had to be fitted into religious education in one year and into a course of "Aggression" in the fifth form.

Mr Ian Matthews, formerly a Northamptonshire head and now headmaster of Greenhead Community School in Swindon, warned of the danger of creating a separate label - "The Police" in the curriculum.

Liaison with the police should be included in a programme of social and moral education that should form part of the core curriculum for all pupils aged five to 18.

It should not be limited to a particular age or ability group, he stressed, a point that went down well with police officers in the audience. One of two had voiced resentment at being left to cope with the most difficult group in the fifth year while the teacher crept away.

Police should be involved not only in the normal "subject" programme, to help inform pupils about matters like the law, drug abuse and traffic safety, but also outside it, helping with first



Haits off: Two Birmingham policemen placed their helmets on these youngsters in Handsworth, offering peace in a community that had been torn by rioting.

aid courses, for instance, Mr Matthews said.

One problem he identified was that most school teaching was still didactic - "talk and chalk" - and many police officers tended to start out thinking they should teach like that too. But other methods, such as role-playing, were better.

The police themselves have to learn to play roles in the training course devised for Lancashire Police by the Moral Education Resource Centre at St Martin's College in Lancashire.

At the first of 12 one-day sessions, officers have to pretend to be a social worker, say, or a young person. Judging by the account of Chief Inspector Frank Ward, this may not be as great a challenge to the neatly suited bobbies as the white shoes worn by their course tutor.

Police training, effective materials, a structured programme built into the school's curriculum and the gradual build-up of trust, all emerged as key ingredients of good police/school links. But, as Mr Ian Rose, the senior HMI who chaired the morning session, remarked: what of the "Heavenly children" - those youngsters who are hard to reach?

Little was said of them during the day, largely because nearly all of the good practice presented was taking part in the shirt counties.

One inner city concern was voiced by Mr Malcolm Horne from Brent, of the National Union of Teachers, who wanted to know what effect school visits had on the rest of policing. "How do we ensure that information gained in the schools is not used by the police?" he asked.

Mr Mike Bennett, representing the Metropolitan Police Federation, said he had never come across such use of information in four years of running a schools liaison scheme in inner London.

He added, in a rare allusion to Hackney teachers' anti-police stance, that "organizations within organizations cause problems" - would other members of the NUT please put the other side of the question?

Teachers had a moral responsibility to help the police with their inquiries, Det Superintendent David Pickover of West Yorkshire Police said.

Under the Police and Criminal Evidence Act, which would come into

between chief constables and CEOs, conducted at the same time as the Police Federation's less formal trawl. (For all the talk of liaison, a little liaison between the various parts of the police force might help.)

Their inquiry, outlined by Chief Inspector Peter Barnes of the Norfolk Constabulary, had focused that:

□ while 31 out of the 43 police forces in England and Wales said they had "aims and objectives" for police involvement in school, very few had set them out so that parents and teachers could see them;

□ less than half of the schools liaison programmes examined by the working party were built into school timetables and followed through;

□ only two did anything approaching monitoring or evaluation;

□ training of "lamentably poor";

□ police often arrived in schools only five minutes before they were due to speak to pupils for the first time, rather than introducing themselves gradually;

□ there was a dearth of presentation methods, with most officers using a film, video or "chalk and talk".

Reactions to the group's draft report, which is now circulating among the police, in local authorities, and in teacher unions, will be discussed at a meeting of the Association of Chief Police Officers next January. A report should be published by Easter setting out common objectives and, in an appendix, suggested guidelines.

Meanwhile, the Police Federation plans more meetings with teachers aimed at producing recommendations to the Department of Education and the Home Office.

As Mr John Woodcock, the Home Office Inspector who chaired the afternoon session, pointed out, there is still a great deal of work to be done. "Those present today are like disciples," he said. "There are a lot of hearts and minds still to be swayed in both the police force and the teaching profession."

● If parents want good liaison the police and schools they should ask for it through the school governors, Mr Robert Dunn, Under Secretary of State for Education, said.

The new education Bill covering school governors would not deal explicitly with the question of whether police should visit schools, but would give governing bodies, on which parents were represented, responsibility for the conduct of a school.

Once the Bill was passed, guidance would be issued.

"We hope that if the local community feels that bridges need to be built between their young people and the police and that the schools can help in the bridge-building, the governing bodies will respond to the wishes of the local community."



Lord Briggs

Need for second OU

by Bert Lodge

So many want to study with the Open University that there was a strong argument for starting another than for cutting the present intake, Lord (Asa) Briggs, chancellor of the university, said last week.

He was delivering the inaugural Lord Ritchie-Calder memorial lecture. Lord Ritchie-Calder, distinguished science writer, lecturer and public servant died in 1982, aged 75. Together with Lord Briggs, he was a member of the planning committee set up in 1967 by Miss Jennie Lee, then Minister for Arts, to establish the Open University.

"The 100,000th graduation should, God willing, take place in either 1989 or 1990," Lord Briggs said. "By the year 2000 the living Open University graduate population could be well over 150,000. But that figure rests on the postulate that the intake will be around 20,000 - 21,000 students annually."

Yet there was a terrifying doubt over future Open University numbers on financial grounds. Its annual recurrent grant had fallen since 1981 by 11 per cent. Meanwhile in 1985 a record number of 52,612 applied for undergraduate places. Of those 20,000 had to be turned down and among the successful 47 per cent had applied before.

"Given such figures a better case could be made out for a second Open University than for reducing the size of the present annual intake. The latest demand is far greater still and is likely to grow. At present the OU spends only 0.1 per cent of its budget on publicity. What if the figure were to rise to 1.0 per cent?"

There were fears of course restraints imposed by fees. These had risen by 50 per cent in real terms since 1980. There was also wide disparity between local education authorities in their policy towards providing mandatory grants.

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Don't cover up the issues

Union launches 1986 pay claim before settling this year's dispute

by Richard Garner

With an immaculate sense of timing, the National Association of Schoolmasters/Union of Women Teachers launched its proposed 1986 pay claim just a few hours before calling on other teacher unions to seek further negotiations aimed at settling the current dispute.

The NAS/UWT 1986 pay document - which at present looks unlikely to be supported by a majority on the new-look teachers' panel - calls for the old pay scales to be swept away and replaced by a main professional grade giving every teacher a maximum salary of £17,730.

The union estimates that the scheme would cost about 35 per cent to implement - more than the amount necessary to restore teachers' pay to the level set by the Houghton committee of inquiry 11 years ago.

The National Union of Teachers has said that the NAS/UWT decision to publish the pay claim in advance of Monday's teachers' panel meeting was a "cynical attempt to prepare its members for a sell-out on the 1985 dispute".

However, the NAS/UWT was emphasizing that its strategy was for a full in hostilities now - and a renewed pay campaign next year over their new claim.

The document, which is to be put before a special salaries conference of the NAS/UWT on January 18, makes it clear that the union "recognizes that the political and economic context in which negotiations will take place and accepts that the introduction of such salary levels must be phased in over an agreed period".

The document says the union's strategy would lead to a marked reduction in the number of promoted posts - and a more collective approach to the running of schools. It envisages abolishing the position of headteacher and replacing it with principals of schools.

The union says this method - which it describes as the "collegiate

approach" - would "necessitate acceptance by teachers on the main professional grade that many duties and responsibilities currently attached to Scales 2, 3 and 4 would be shared equitably by all".

It adds this will also mean "a major reappraisal of the role of headteachers in that their relationship with colleagues will necessitate a greater degree of consultation than generally obtains at present".

"It will be sensible, therefore, to underline this change of role by substituting for 'headteacher' the designation 'principal'," it adds.

Under the NAS/UWT plan, teaching would have a three-year entry grade, with a starting salary of £7,600, rising to £7,800 and £8,000.

The main professional grade would sweep away Scales 1 to 4 - with a starting salary of £9,306 and rising by nine annual increments of £936 to £17,730.

There would also be "team leaders" - teachers responsible for the work of up to seven other teachers - who would receive an additional allowance of £1,425 a year. Schools with 20 teachers or more would have "second tier" posts - with salary levels of 80 per cent or 85 per cent that of the head or principal.

In addition, the number of groups of schools would be reduced to six. At the smallest schools - which would have fewer than eight teachers, heads would receive around £19,300 a year, and the second group of heads, with between 8 and 19 teachers, would have salaries in excess of £20,500.

The NUT is unhappy about the claim because of the NAS/UWT's stance in "selling" conditions of service for the new salary structure.

The NAS/UWT is preparing to hold talks with other union leaders before the package is presented to the new teachers' panel - probably early in the New Year.

Richard Garner reports on the first meeting of the new panel

Threat to Christmas peace

The teachers' pay dispute looks set to continue at least until Christmas following a split among the five smaller unions at the first meeting of the newly-constituted teachers' panel on Monday.

A decision by the Professional Association of Teachers not to support the other four paved the way for the National Association of Teachers in Further and Higher Education to align itself with the National Union of Teachers - thus ensuring that a motion calling for the management to agree to fresh talks was not carried.

It now looks as though there will be no further movement in the dispute until December 2 - when NATFHE loses its vote on the panel.

The other four unions will then revive their peace initiative - although one of them, the Assistant Masters and Mistresses' Association, is calling on local authority leaders to requisition a meeting of the full Burnham pay negotiating committee that week so that a settlement could be negotiated as quickly as possible.

Any deal reached at a future meeting of the full committee, though, would have to be provisional since the NAS/UWT has already declared it will ballot its members - which is expected to take between two and three weeks - on any new offer. Any resultant back pay would not be in teachers' wage packets until January at the earliest.

Meanwhile, the NUT announced a major escalation of strike action next week - with a further 11 authorities being added to its "hit list" of 26 i.e.s where strike action of up to two days a week was launched this week.

The authorities selected are either ones which have retaliated against teachers' industrial action (by docking pay or by refusing leave of absence) or where key management negotiators live. In addition, the constituencies of prominent Conservative MPs have been singled out.

Monday's marathon seven-hour meeting of the new teachers' panel - which began with the NUT being ousted from key posts - ended in bitter recriminations with the failure of a motion tabled by the NAS/UWT calling on the local authorities to agree to immediate negotiations on their last pay offer.

The panel split 14-14 on the motion and Mr Geoffrey Beynon, the joint general secretary of AMMA who had earlier been installed in the chair, announced that he would not use a casting vote.

Minutes earlier, an NUT move to

reassert its four principles for a pay settlement - including a commitment to Houghton restoration in this year's agreement had been defeated by 15 votes to 13.

At this stage, the NAS/UWT, AMMA, the Secondary Heads' Association, the National Association of Head Teachers and PAT, had combined to outvote the NUT - while NATFHE had abstained. But PAT abstained on the final vote after failing to get an amended calling for restructuring talks to follow immediately a settlement inserted into the final motion - and NATFHE cast its vote with the NUT.

Furious NAS/UWT representatives left the meeting warning that they will vote NATFHE off the panel when it loses its vote on December 2. At present, Sir Keith Joseph is proposing it should retain observer status after that date.

Mr Peter Smith, deputy general secretary of AMMA, rounded on Mr Peter Dawson, general secretary of PAT, saying: "The conscientious objector has endorsed the battle plans of the NUT."

Mr Dawson explained his abstention by saying that while the NAS/UWT motion might have brought "peace at Christmas" it would have led to an even more bitter war in the New Year.

He added that the motion also rejected in advance of the Burnham meeting the management's last offer of 6.9 per cent weighted to produce 7.5 per cent extra for every teacher by next March - now withdrawn. PAT would be prepared to accept it.

Mr Gordon Green, NUT president, also added that the NAS/UWT strategy of "a Christmas peace like that on the Somme in the First World War" would merely prolong the dispute. Mr Joe Boone, NAS/UWT president, speaking in the panel debate, had made it clear the union saw a 1985 settlement as a "pause" in the pay campaign.

Mr Brian Jones, who represented NATFHE at Monday's meeting and who chairs its salaries committee, described hostility to his decision as "short-sighted" and said he had cast his vote with the NUT because the NAS/UWT motion did not have any commitment towards restoring Houghton in this year's settlement. His decision was defended by his union.

Monday's meeting - the first to be held without the NUT having an overall majority on the panel - began with the five smaller unions ousting Mr Don Winters, NUT treasurer, from

the chairmanship in favour of Mr Beynon.

They then agreed the panel should have two "spokespersons". Instead of the present leader, Mr Fred Jarvis, it was later decided these should be Mr Jarvis and Mr Fred Smith, general secretary of the NAS/UWT.

Under a complicated formula devised by AMMA, it was then agreed that Mr Jarvis should speak when the NUT had won the vote in the teachers' panel - and Mr Smith when the NAS/UWT was on the winning side.

It was also decided that the smaller teachers' unions should have the right to speak in the main negotiating forum - if they disagreed with the panel's policy.

This move was put forward by the NAHT which had said it would continue to press for a separate negotiating body for heads and deputies if it failed to win this vote.

The panel then agreed that each of the six unions could be represented in any behind-the-scenes informal talks in future - instead of just the NUT as had been the pattern previously.

It went on to install Mr David Hart, general secretary of the NAHT, as its new joint secretary - another post previously held by Mr Jarvis. Mr Hart will now be responsible for liaising with the management and setting up meetings.

Finally, it decided to dispense with the services of the NUT secretariat - which has in the past provided all the briefing documents and pay data for the panel - and agreed to a working party to investigate setting up an independent secretariat.

This last move prompted the NUT to announce a boycott of the new working party in retaliation and incurred the wrath of the Secondary Heads' Association, which abstained on setting up the working party.

Mr Peter Snape, its general secretary, said he felt the move was "unnecessary" in view of the excellent service provided in the past by Mr Jarvis and, in particular, Mr Ray Fawcett, the NUT's chief salaries officer.

Meanwhile, the SDP/Liberal Alliance announced last week that it would propose setting up a standing pay board for teachers which would replace the current negotiating machinery.

The board would be able to consider all aspects of a teacher's job and salary in one body and would be introduced via an amendment to the Remuneration of Teachers Act, 1965.

Generous course funding may upset deprived areas of school work, HMI suspect

TVEI: very good and very bad

Concern over the possibility of damaging side effects on the rest of the school system is hinted at by HM Inspectorate in its first report on the Technical and Vocational Education Initiative, published this week.

The inspectors are known to be worried about the effect on staff and pupils of the contrast between the lavish resourcing of TVEI courses and the shortage of money for mainstream school work.

But the report, which covers the original 14 projects launched two years ago (the programme has since expanded to more than 60 and will include nearly every education authority by next year), welcomes the enthusiasm which the TVEI has generated among pupils and teachers taking part, and identifies spin-off benefits to other pupils in many schools.

The overall picture the inspectors paint is of a range of diverse and contrasting schemes which vary sharply in quality - with the best very good and the worst alarmingly bad. Their explanation for some of the failings they describe is the hurried introduction of the scheme without adequate preparation and planning - an echo of the warnings that the local authorities gave the Government when it sprung the programme on them exactly three years ago.

And the inspectors say that a reason for the differences in quality is that some authorities - as the education service claimed at the time - were already developing TVEI-type studies off their own bat. They identify as a critical factor the availability of good

specialist teachers and experienced advisors.

The inspectors found projects suffering because there was not enough time to retrain existing schools staff or recruit the right specialists. They warn that the shortage of specialists in some of the key TVEI subjects is likely to get worse as the scheme expands.

"The i.e.s.s began their development from different baselines," says the report. It describes the first intake for the 14 pilot projects as varying in size from 174 to 520 pupils, with additional funding which ranges from less than £2 million to £5 million spread over the five years of the programme.

The number of schools or colleges in each project is from three to 18, some running their own programmes and others participating in an overall scheme devised by the authority.

The schools had met the TVEI requirement in ways which ranged from adding subjects such as control technology or business studies to their existing options to replacing their existing four-year courses by a new modular curriculum or a common TVEI core course amounting to four fifths of the whole curriculum. Some schools used City and Guilds foundation courses or BTEC courses.

In the schools changing their whole curriculum there had been an attempt to alter the whole approach to teaching subjects like English, maths, and the humanities, and some projects replanned the teaching styles so as to encourage pupils to take more responsibility for their own learning.

The approaches which involved devising entirely new courses enabled a precise design to meet the TVEI aims and could avoid premature specialization. But they risked ending up as too shallow a foundation for subsequent specialist studies.

On the other hand, where long established industry contacts; in one department heads were required to include examples taken from local firms in their subject work schemes, and in the second a group of pupils were redesigning an obsolescent product for a local firm.

But a comprehensive pattern of involvement was rare, and a project in which only two of the six schools participating had good links with industry was considered by the inspectors to be typical.

"Much remains to be done to disseminate the best practice to a majority of projects, where opportunities to enrich pupils' studies with relevant and motivating work are being missed," they say.

The inspectors' report that the projects had also encouraged the long standing arrangements in some schools or pupils to run small commercial enterprises, and suggest that as well as deepening economic understanding such activities may lead to improved social and communications skills.

In reviewing the quality of work achieved in the programme, the inspectors point out that at the time of their inspection much of it was still developing. Staff had worked hard to mount courses in the short time available, but in some cases the necessary resources had not been available in time. Courses were later modified and in some cases dropped.

The quality of work, say the inspectors, usually reflected the baseline of previous practice as well as the soundness of the planning. "There was some excellent work in which the pupils showed initiative and achieved exceptional standards."

"But some unusually poor work was observed when plans were not fully prepared, in-service training was inadequate, accommodation was being refurbished, apparatus proved inappropriate and adequate supply

While TVEI resources like computer equipment have generally been available for use by other pupils, that may not be possible when TVEI pupils numbers rise, warn the inspectors. A few girls' schools had gained equipment and accommodation for technology which might encourage girls to study it, and until their timetables fit up with TVEI classes the scarce specialists employed under the programme will be a help to mainstream work, suggest the inspectors.

They also point out that the initiative has triggered more professional debate and development which will be of benefit to schools generally. But they add: "In some schools the mainstream pupils were for than before the initiative commenced", citing as an



Eric Bolton, whose inspectors produced the report

example the priority given to TVEI pupils for work experience places.

Some of the projects had reported difficulty in finding work replacements because of local industrial decline or competition from the YTS, and three had planned work simulation instead. The only one operational in the first year had found it difficult to establish a realistic atmosphere.

The inspectors say that despite the visits to firms, the work experience, and the speakers, contacts with industry are often tenuous, and many of the i.e.s.s complain of its reluctance to become involved in curriculum planning. The inspectors cite two schools which both had long established industry contacts; in one department heads were required to include examples taken from local firms in their subject work schemes, and in the second a group of pupils were redesigning an obsolescent product for a local firm.

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teachers were not available or courses not well-matched to students' aptitudes."

Overall, they consider, the quality of work in TVEI was similar to that seen in most schools, but the range between the best and the worst was greater.

Reporting on specific study areas, they say:

● Craft, design and technology: work of good quality in four of the projects, sometimes excellent in two of these. In other projects, occasional lessons or other work of good quality, but often standards no more than average.

● Business studies: good work in four of the projects, and the inspectors noticed a big improvement in teacher morale in one of them which they had visited shortly before the TVEI started. In about half the projects standards were variable, rarely rising much above average. Several concentrated on office skills, offering little to pupils aiming at anything higher in business careers. The inspectors were concerned at the low level of work, and in the case of one project, the inadequate resources.

● Information technology and computing: some good work in more than half the projects - additional resources allowed much of it to be based on practical experience and the pupils were generally well-motivated. Patchy quality in the remaining projects, sometimes with a slow pace of work and dull lessons. Occasionally the sophisticated equipment, mystified pupils, and the teachers, sometimes merely self-taught, said they needed more professional support.

● Personal services courses: contrasting pictures, with courses in caring training from stimulating one with excellent quality work to another where the work lacked rigour, pupils were not well-motivated, there was little progression, and standards of learning were low.

● Catering, and food industries: some courses clearly intended to develop general skills and competences, others only craft skills. It was not always easy to provide a realistic atmosphere for catering courses.

● Science: school schemes were little altered in range or quality, although a very small number of science departments were considering introducing new work for the TVEI, such as biotechnology. The potential contribution of science courses seems to have been underestimated.

The inspectors' main conclusions:

● The resources provided have produced impressive facilities and are encouraging varied styles of learning, with pupils taking more responsibility for their work and showing enhanced personal development.

● There are not enough specialist teachers available for an expansion of the scheme itself or to apply its practices to mainstream teaching.

● The scheme has initially suffered from poor planning and the rushed preparation, with investment in the wrong equipment and problems over accommodation. More time needs to be taken over the planning of its extension.

● Accreditation matching the aims of the scheme is needed, but must not add to the existing confusing variety of qualifications.

The report is the result of visits to schools and colleges in the first 10 months of 1984 and included the observation of about 1,000 lessons.

● Assignment work: at best, work on assignments cutting across conventional subjects enhanced pupils' development and broadened the curriculum. But sometimes undue reliance was placed on it. When it formed the bulk of pupil programmes, managing learning presented problems which were not often overcome.

The inspectors say that individual schools have an average of only about 40 pupils on TVEI courses, too few to justify a broad curriculum, and so most have tried to involve more of their pupils in various ways. They have deliberately avoided separate classes for fear of being divisive, and for the most part separate TVEI provision occupied 25 per cent to 35 per cent of the week.

Difficulties arose over the withdrawal of TVEI pupils for counselling, work experience, and residential courses, which meant they could miss a significant total of lessons. Consortium arrangements rarely worked well in the first year because of the difficulty of aligning timetables.

Linked courses, at their best, helped compensate for schools' deficiencies in practical subjects, and their approach was generally welcomed by pupils; but in a good many cases seemed restricted by an unduly early preparation for traditional craft work.

The inspectors report that most pupils enjoyed being involved in the projects and many saw themselves as privileged. Many thought TVEI would help them get a job, and few left to rejoin the mainstream. Pupils of average ability were well represented in all projects, but few of very high or very low ability appear to have joined.

The inspectors say that, overall, staffing is the highest cost in the TVEI: most of the schools have gained up to three teachers and a small number of promoted posts. Some teachers already in the schools have been redeployed to TVEI posts, and many have been redeployed to other areas of the school. The inspectors' involvement in curriculum planning, says the report.

The inspectors report that the TVEI's assessment requirements have caused much professional debate. In about half the projects a coherent system had yet to be established, but in others pupils were becoming adept at recording their experience and departments were assessing their performance regularly.

But the schools which were ahead in developing practice found assessment more time-consuming than they had expected. The inspectors observe: "Favourable staffing of schools in pilot projects has enabled these experiments to take place. More widespread adoption of the good practice described will require additional in-service training for staff and will entail significant continuing demands on staff time which schools outside the initiative are unable to provide."

The inspectors, whose report comes just as preliminary figures suggest that well over half of the youngsters in the projects they visited have left school on reaching 16 this year, draw attention at several points to the importance of certification to the future of the TVEI. Teachers told them that some able youngsters were deterred from joining its newly designed courses because appropriate qualifications were not yet available; and some projects which had rejected existing examinations as too restrictive had found difficulty in arranging accreditation for their courses. Many of the pupils were continuing with GCE and CSE certificate studies while most projects also offered the existing pre-vocational qualifications.

Some projects were working with examination boards on new forms of accreditation. "It seems clear that if pupils are not to be disadvantaged, certification that has national standing must be developed alongside the new courses," conclude the inspectors.

Edited by
Mark Jackson

NUT prepares to go it alone

The National Union of Teachers looks set to go on alone with pay sanctions if the other five unions combine to reach agreement on a pay settlement with which it disagrees.

Mr Gordon Green, president of the NUT, told a rally at London's Central Hall of teachers gathering to lobby MPs: "If that happened, I think we should go back to a special conference of the union and ask for the endorsement of the rejection of such a settlement and for the executive to put some proposals for what action should be carried on from them."

He added that he did not see any reason why the majority of the sanctions being operated by the union could not carry on "for some time to come" if the conference endorsed such action.

The national Parliamentary lobby took place against the background of the call by other unions who can jointly out-vote the NUT - for a negotiated settlement of the 1985 pay claim based on the local authorities' pay offer of 6.9 per cent weighted to give every teacher 7.5 per cent extra by the end of the year.

Battler Mr Fred Jarvis, general secretary of the NUT, had been more guarded at a press conference, saying the union's executive would review the situation if other teachers' organizations settled against the NUT's wishes.

However, it became clear during the day that, while the NUT would be likely to suspend strike action if the other unions settled, the ban on voluntary duties, such as covering for absent

colleagues and attending out of hours meetings for staff or parents, would be likely to continue.

About 3,000 teachers - three from every Parliamentary constituency in the United Kingdom - descended on London for last Thursday's lobby.

It was supported by the NUT, the Educational Institute of Scotland - whose members have been striking for an independent pay review for 16 months; the Irish National Teachers' Organization, the mainly Catholic teachers' union in Ireland, and the United Teachers' Union, which is mainly Protestant.

A band of pipers accompanied the Scottish contingent as they marched through London.

The lobbyists were told by Mr Don Winters, the NUT treasurer, to "walk proud and be proud to belong to a real union" as they went across to the House of Commons to lobby their local MP.

"Be proud you're not a member of the National Association of Head Teachers or Secondary Heads Association who have been content to stand on the sidelines and whose members - with the encouragement of their organizations - take action deliberately designed to undermine the activities of the union," he added.

"Be proud you're not a member of the Professional Association," he continued to hiss from the floor, "the Uleah Heaps of the teaching profession."

"I'm proud, too, not to be one of the leaders of the National Association of

Schoolmasters/Union of Women Teachers. I'm proud not to be preparing a sell-out. I'm proud not to be preparing shoddy deals with these other organizations."

Only the Assistant Masters and Mistresses Association escaped his wrath.

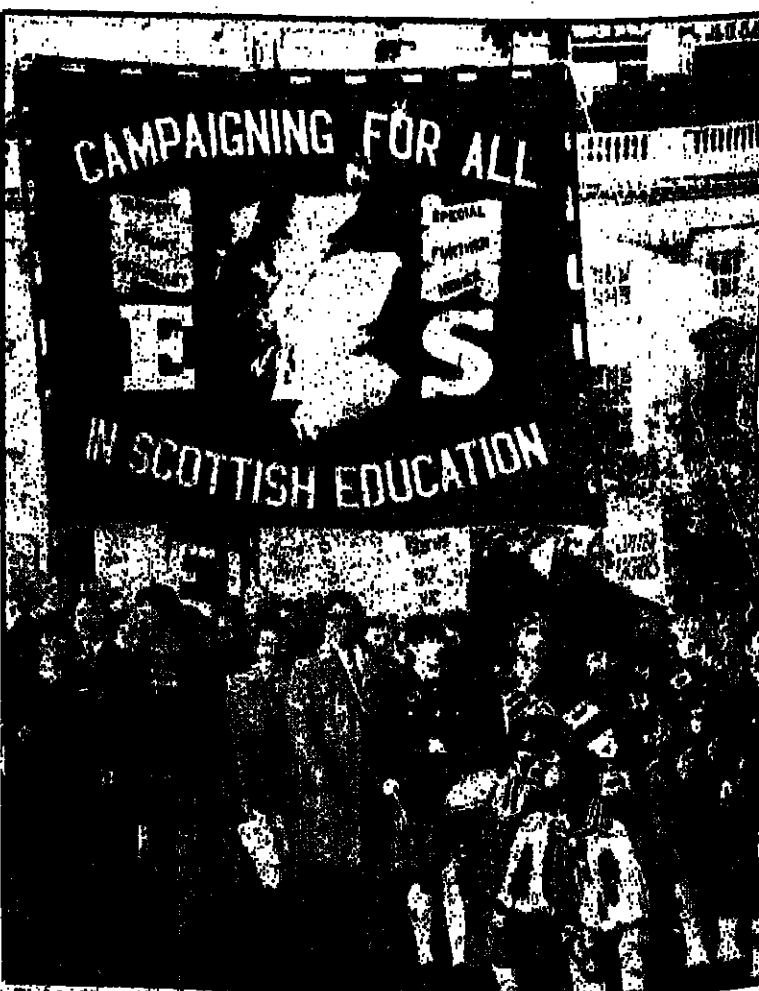
Mr John Pollock, general secretary of the EIS, warned that an interim settlement advocated by other teachers' organizations would mean "action next year, the year after and the year after that". It would lead to "a decade of disruption and a decade of disillusion".

"He said he was 'appalled' firstly by Sir Keith Joseph's gerrymandering of the teachers' panel but more seriously by the connivance of the other unions at undermining the NUT.

"I urge all teachers in the United Kingdom not to get down on their knees with the leadership of the NAS/UWT - not the membership," nor to lie down on their backs with their legs in the air waiting for their tumblers to be tickled like PAT.

"I can't understand an organization like PAT - it's the Provider of Aid for the Timorous," Mr Pollock said.

Ironically at the same time as platform speakers were denouncing the leadership of the NAS/UWT for appearing to be on the verge of a "sell-out", across the river from Westminster's Central Hall, the Inner London branches of the two unions - NUT and NAS/UWT - were holding a joint rally at the Royal Festival Hall, to protest about pay.



Picketing for pay: the Educational Institute of Scotland joined the lobby in London last week.

Careers Diary

Careers advice for school-leavers is made more complicated when teachers must give advice to pupils whose first language is not English. Few advisers would feel competent enough to discuss aspects of the Youth Training Scheme or courses of further education to pupils, and in particular to parents, whose native tongue is Urdu, Punjabi, Hindi or Gujarati.

A major step forward to overcome these difficulties, however, has recently been made by the National Association of Careers and Guidance Teachers. The association has recently published a number of information sheets in the ethnic minority languages mentioned. The sheets cover seven topics - YTS, Claiming Benefits, Third Year options, Going into Further Education, Entry into Higher Education, CPVE and TVEI.

Copyright has been waived on these sheets which cost £1.00 each (two sides of A4), £9.50 for 50 (in one language), £18.50 for 100. Each sheet presents the information in English on one side and the translation on the reverse. They are available from The Business Manager, NACGT, 20 Prizley Gardens, Bradford BD9 4LY.

The Engineering Information Service has launched a new range of career resource items including an Engineering Careers Film and Video Review. One particularly good video appropriate for the 13 to 16 age range is *Formula For Success*. This runs for 18 minutes and looks at careers at technician level. It is available on free loan or purchase (£16.00) from CGL Vision, Chalfont Grove, Gerrards Cross, Bucks HP8 9TN.

A video tape containing three programmes for scientists has also been released by Imperial College. The subjects are *Chemistry at University* (18 minutes), *Studying for the Future* (13 minutes) on undergraduate courses at the college in science and engineering, and *Undergraduate Research Projects in Chemistry* (18 minutes). The cost is £5.00 and they are available from the Department of Chemistry, Imperial College, London SW7 2AZ.

Brian Heap

OVERSEAS

System shifts to practical purposes

KENYA

Rose Pearson on radical changes that may mean pupils will build their own schools

Kenya is putting its education system through the most radical overhaul since independence 22 years ago.

On the face of it, the changes represent a move away from the system inherited from the British, towards one which is closer to an American model.

Primary school will now take eight years instead of seven, the secondary sector comes down from six years to four, and university degrees are to take an extra fourth year.

Another British legacy, the dependence on exams to gauge performance, is to give way to a form of continuous assessment.

Within the new structure are important curricular changes. One point of the extra primary year is that it enables vocational subjects, ranging from weaving to leather work to the construction of traditional village huts, to be introduced without cutting the time spent on basic primary education.

A welcome side-effect of the new curriculum has been an unprecedented move towards sexual equality, with boys learning to cook for the first time, and girls proud to excel at house-building.

Secondary schools are also to teach more practical subjects. Agriculture, now taught only in the better-heeled

schools, will become compulsory, and there will be a choice of further vocational subjects, ranging from electrical technology to typing and office skills.

But the changes, it seems, are designed to feed the nation's soul, as well as its cottage industries. Music has become a compulsory subject at primary school, and there is a new emphasis on the teaching of traditional drama and culture.

All of this should, in theory, make schools more worthy of the enormous faith Kenyans place in them. About a third of government spending goes on education.

Attendance at primary school, for which no fees are paid, has increased from less than half at independence to a claimed 95 per cent now. Almost certainly, however, fewer than that attend regularly, since many cannot afford the books and school uniforms they still have to pay for themselves.

And the top priority of even the most impoverished family is to get at least some of its children to secondary school, at a cost to them of over £100 a year.

The sacrifice has not always been worthwhile. Kenyan education has developed into a system even more selective than its British parent was. With no exam equivalent of CSE, most school-leavers emerge with little to show for their pains, and ill-equipped for the life they will probably lead back on the family plot. In this respect, the changes will be a great help, once they are in place.

But the transition will not be easy. The Australian Senate is to hold a wide-ranging national inquiry into the education of gifted children.

The inquiry has been prompted largely by claims that the Australian school system neglects the needs of talented children, especially those from low-income families or disadvantaged groups, such as aborigines and migrants.

The inquiry is believed to be the first of its type ever held in Australia. Senator Malcolm Colston, inquiry chairman from Queensland, says a considerable amount of money is spent every year by the federal and state governments to help children with learning problems or physical disabilities.

But few resources are allocated to help academically bright children, partly because they are not regarded as "special".

Senator Colston said that between 2 and 5 per cent of all school children in Australia could probably be identified as academically talented or gifted.

"These children should be considered special much in the same way we consider children who are handicapped as a special group with special needs," he said.

"And yet, gifted and talented children are being given very little special-

ized help or attention by schools. One reason for this is that gifted children normally reach a high level of achievement whether they are helped or not, so everyone thinks they need no help.

"The second reason is that nowadays, in education, we only seem to be talking about equality of outcome, and this has taken away any idea of providing special attention for those talented students who want to do better. I think that is a pretty awkward argument.

"There is also probably a feeling (a very Australian feeling) that to provide special attention to children who are talented is in some way elitist. I disagree. The greater the achievement of these children, the more they will be able to contribute to the future of

the nation."

Since then, a number of special programmes designed to identify and help talented students have been developed, but critics say that, overall, provisions for talented children are still

fairly limited.

These critics, including eminent educators and public figures, point to the dismantlement in New South Wales of the selective schools system as an example of what has happened across much of Australia.

The selective schools (which are government-controlled) have traditionally catered for clever children, especially those from working-class families who could not afford a rigorous academic education at one of the more prestigious independent schools.

The list of working-class pupils who have attended a selective school and then gone on to become eminent barristers, scientists, writers and politicians is fairly extensive. Such a list would also include at least one former Governor-general, Sir John Kerr, and the current premier of New South Wales, the Rt Hon Neville Wran.

But over the past 30 years successive state governments (both Conservative and Labour) have slowly dismantled these schools. Today, there are seven selective schools in the state (all of them in Sydney's inner suburbs).

The small number of places available because of the geographical requirements, deny many clever but poor students in the outer suburbs of Sydney and in areas of New South Wales a "special" education.

Education does not appear to be a government priority. Of all 10 provinces, British Columbia spends the lowest proportion of its budget on education, and that since 1978.

Confidence in the ministry has long since evaporated. Confusion is common. During the last three years, the ministry gave local school boards 23 different budgets to follow. But only three were eventually instituted.

But there have been two overwhelming outcomes to the long debate over education in British Columbia. First, schools and teachers have been publicized so much that to become political. This, in turn, has created an adversarial system: schools against the Government.

Second, the children appear to have been forgotten; and their lot looks unlikely to improve until their conditions of learning improve.



Primary school attendance has increased to a claimed 95 per cent.

The primary schools have been the first to feel the impact of the change; their first "standard eight" classes will graduate at the end of this year. Even without the switch to "8-4-4", as the new system is affectionately known, primary schools would have been stretched in the coming years to cope with a population growing annually at more than 4 per cent. The extra primary year has increased that strain.

An estimated 13,370 new classrooms will be needed, and the community is supposed to pay for them. Not surprisingly, many of them have yet to be built, and so a number of primary classes have spent much of the past year outdoors.

Some schools are cannily teaching children to make building blocks themselves, as a way of combining the need for a roof over their heads with the need for practical education.

Secondary schools have had a year's grace to get organized; the extra primary class meant no new secondary intake this year. Most secondary schools do not have sixth forms, so the change will not mean a reduction in work load.

Initially, there is a danger that the new curriculum will reinforce the differences between the 700 or so schools which are government-funded, although still fee-paying for the brightest students and the remainder (at least twice as many), which are run according to the national *harambee* slogan of cooperative self-help, funded by the local community.

It is difficult to see where most *harambee* schools will find the tools

they need to teach agriculture, or the typewriters for office skills.

But need for change is most urgent at the top of the system. Of the 15,000-odd who completed secondary school last year, around half were suitably qualified for university.

Too many Kenyans are educated below their abilities, and there is a serious shortage of graduates. Professionals in many fields resent the continuing dependence on expatriates.

The plan is to expand higher education through the new, technically-based Moi University.

The teachers' training college which was previously part of Nairobi University has been given university status in its own right, and there are plans to turn the country's top agricultural college into a university.

It is also planned to expand post-school technical education, and to give a more formal structure to the technical colleges, which have sprung up without much government support throughout the country.

The problem is that it is these, arguably the most important of its plans, about which the government is at the moment the most vague.

Its explanation of the rationale behind "8-4-4" does not include a commitment to a substantial increase in higher education.

Indeed, it is admitted that one reason for the - doubtless sensible - move to get rid of the final two years of secondary school was to avoid the disappointment of sixth-formers who consider themselves in training for university places, and find none.

Two out of every five primary classes exceed 25 pupils;

The highest class sizes in Canada;

One out of every ten intermediate and secondary classes exceeds 33 pupils;

A 10.3 per cent reduction in full-time positions;

Reassignment of special needs teachers to regular classrooms;

A 23 per cent reduction in spending on every pupil.

Working conditions and measures which have created very low staff morale include:

Postponement of pay increments for junior teachers;

Larger classes, including unassisted handicapped children who have been taken into the mainstream;

Increase in the case loads of counsellors and psychologists;

No new teachers being hired; inter-school transfers are discouraged;

Professional development funding has been reduced;

A "brain drain" - the departure of top university instructors and administrators to other provinces and countries.

The community remains sympathetic to its children. An independent survey in January, found that 87 per cent of the adult (Vancouver) respondents disapproved of the Government's funding policy. Four months later the local board was dismissed by the provincial government.

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Mutiny on the school boards

CANADA

Laurence Leader looks at the effect of massive budget cuts

The current state of education in British Columbia is like a passenger ship in serious danger. It has lost any sense of direction and drives the passengers are being crowded into fewer and fewer rooms; the morale of the crew is low; rumblings of mutiny can be heard.

During the last three years, schools on Canada's west coast have tried to battle against massive budget cuts. The most serious consequences are a growing lack of trust in the Ministry of Education. The gap between government policy and public trust is enormous.

Until 1982, each of the locally-elected school boards in the province set its own budget, within broad guidelines. Now the province sets all budgets, giving the boards virtually no say. With school boards no longer responsible to their electorates for the budget their role is minimal and the views of those electorates count for little.

Last year, two of the 75 school boards in British Columbia openly defied the provincial ministry. The two boards, one of which was Vancouver, the urban centre and the largest board in the province, were promptly dismissed and replaced by government appointees.

Learning conditions are deteriorating. The major effects in Vancouver include:

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Unions step up pay pressure

IRISH REPUBLIC

John Walshe reports on a campaign of strikes to force the Government's hand

The republic's 40,000 primary and secondary teachers have begun a series of one-day regional strikes over pay. These will culminate in a national stoppage on December 5, and further action is threatened beyond that.

The three main unions, whose members are on a common basic salary scale, have joined forces for the campaign. The aim is to force the Government to pay a 10 per cent award recommended by Mr Hugh Geoghegan, arbitrator for the public services.

The Government has officially not made any decision about the award but the Education Minister, Mrs Gemma Hussey, jumped the gun in a recent

radio interview when she said the award "simply can't be paid".

Average teachers' pay is IR £14,000 a year (£11,200) somewhat better than average teacher pay in Britain, but taxes in Ireland are much higher.

The last big pay increase - apart from normal public service annual increases - was in 1980 when Irish teachers secured average rises of 20 per cent without having to resort to industrial action. On this occasion it is a very different and much more difficult case.

The 1980 award destroyed established relationships with other groups of workers, who have improved their pay position since then.

To make up this "allopge" the unions lodged an 18 per cent to 22 per cent claim which was rejected at conciliation level by the government side and then went on to arbitration.

In his findings the arbitrator said the state of the exchequer finances was particularly relevant to the claim, having regard to the very high cost of teachers' pay. He said that full regard was being taken of the economic circumstances, but this did not mean that the claim should be rejected out right as suggested by the official side.

The arbitrator argued that such an approach would constitute quite unjustified discrimination against teachers as distinct from other professional grades in the public services.

However, he has softened his line a little as a letter from him to the government, leaked last week, indicated. In it he said his findings could not be interpreted as adjudicating on the government's ability to meet the award or not.

Under the terms of the conciliation and arbitration scheme the government has three months to make a decision on the report, which it officially received only last week. If it rejects the report - a highly unusual

step - it will have to secure a vote in The Dail (lower house of Parliament) for the rejection, modification or deferment of the award.

Government ministers have repeatedly stressed the poor state of public finances and the need for either increased taxes or cuts if there are to be further steep pay rises. The government would like to negotiate a package on pay with the public sector unions in general to include the annual pay increases and special awards such as that recommended for the teachers.

There is a danger that the teacher unions may become isolated from the other public sector groups as Government sources have clearly hinted that if teachers get their full 10 per cent there will be very little left in the kitty for public pay rises next year.

So far the teachers are united and have the approval of the other public sector unions. How long that unity can be maintained remains to be seen.

Hilary Wilce reports on the plight of overseas female students in Britain

Double trouble for women

Women make up only a small minority of overseas students studying in Britain. Although almost one in two British students is female, only one in four overseas students is a woman.

The picture is worse in some areas. Women make up only 17 per cent of students coming from the Middle East, and only 13 per cent of those coming from all the poorest countries.

They are dramatically under-represented in scholarship schemes, and on science and engineering courses.

And there has been little change over the past seven years. Although, in percentage terms, the proportion of women overseas students has risen slightly in universities and polytechnics, it has only held level in further education.

In all, just over 14,000 women from overseas are studying in this country. But getting here is only the start of women students' problems. When they arrive, they face a cold and unfriendly environment; they have to cope with sexism and racism, difficulties with childcare, and the loneliness of an alien culture.

The dismal picture is painted in a new study, *It Ain't Half Sexist, Mum*, by Jane Goldsmith, women's campaign officer for the World University Service, and Valerie Shawcross, formerly of the United Kingdom Council for Overseas Student Affairs.

The study is the first systematic survey of overseas women students in this country. Figures were especially commissioned from the British Council, and amplified by 127 case studies -

the response to a questionnaire sent to almost 900 students at seven institutions.

The authors say that the British education system "has ignored the problems of women overseas students and failed even to recognize their existence in course design, provision of scholarships and recruitment policies".

They claim much could be done to mitigate problems, including improving child care provision and married accommodation facilities. Institutions need to provide more female tutors trained in dealing with overseas students, they say, and pay more attention to the social needs of women in this group.

There should also be a positive recruitment policy directed towards women, in order to redress the imbalance in overseas student numbers.

Although both men and women adjusting from abroad face problems of adjustment, these can be particularly hard for women, especially if they come from a culture where women traditionally make their lives at home, with other women family members and friends.

An Indian student wrote: "The stipend is too meagre to bring my six-year-old with me. Accommodation, heating and electricity are expensive; not enough to do anything except survive. The weather is bleak and depressing. Accommodation is very difficult to find. Most places are damp, cold and without facilities."

Child care brings added problems.

world markets. Solutions involving part-time teaching contracts are seen as helpful only where resulting savings are used to create new jobs and teacher continuity for pupils is not threatened.

The society proposes that teachers and administrators be asked to forego part of their annual percentage pay rise for a limited period on the guarantee that the money would be used to employ teachers currently out of work.

It also calls for an independent report on the consequences of continued teacher shortages.

The resolution is the latest and least polemical contribution to the debate on teacher unemployment. Most of the groups believe that something must be done but cannot agree on what.

Most vehement among the protagonists has been the country's largest teacher union, the GEW, which has accused public sector employers of exploiting high unemployment and falling rolls to destroy teachers' basic job rights.

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Sympathy's fine, but cash is better

Sir - It was good to read that such an eminent educationist as Professor Brian Cox was sympathetic towards an organization like the Workers Educational Association (WEA, November 1), even though we seem to be castigated for appealing "mainly to the middle classes".

Do I read from this that we appeal to the working classes too? Of course we need "a wide range of courses for the have-nots, properly funded and related to their own needs and interests". As a national voluntary movement and student democracy, this is what the WEA has been campaigning for for over 80 years.

The WEA would argue most strongly that much of its work does appeal to the working classes, and others, by

way of its wide-ranging programme of socially relevant adult education; indeed, the WEA has pioneered courses for trade unionists, women's education, the unemployed, social and political education and basic adult education for the blind, handicapped, illiterate, innumerate and many other disadvantaged groups. (About 60 per cent of our work is in such categories.)

But, courses for the "have-nots" need financial commitment from central government and this is something which is sorely lacking. A small, voluntary organization like the WEA is never going to be generously funded, even though its heart is in the right place and its track record is impressive. It was a spokesman for this Govern-

ment, Rhodes Boyson, who, four years ago in a Parliamentary Adjournment debate, called the WEA, "the greatest product of Adult Education since 1945". But what has happened since? Its funding - never generous - has been cut; it has had directives from Government to increase its fees significantly (in the East Midlands District this amounted to 30 per cent increase in one year) or face further cuts; and it has been exhorted to be entrepreneurial and to attract "well-heeled pensioners" (sic).

As a result of the latest cuts in DES funding, many WEA districts face bankruptcy. Of course the middle classes are attracted to our work; it is of high quality and they can afford it. How are the "have-nots" to be enticed

back into the exciting field of adult education? It won't be by making the WEA bankrupt.

An organization like the WEA has the tradition, the connections, the commitment and the expertise to further the educational opportunities of the "have-nots". Alas, it does not have the resources for this task and its very existence is seriously threatened. We hope for Professor Cox's, and your readers', support, in the WEA's campaign for adequate funding for adult education.

TERRY MAHONEY
WEA Tutor Organizer
for Leicester and District
Vaughan College
St Nicholas Circle
Leicester

Desired shift

Sir - Professor Brian Cox, far ahead of the politicians with their obsolete policies, is right in believing that "we need a huge cultural shift of attitudes towards education, work and leisure, redefinitions backed up by adequate financial support for the necessary reforms".

Though that need was predicted decades ago by - among others - Dennis Gabor and later by Alvin Toffler and Daniel Bell, there seems to have been no concerted attempt to promote the desired cultural shift. Now may be the time for those who are aware of the need for the shift to collaborate in seeking to bring it about. Should Professor Cox agree that the time has come for them to do so, perhaps he, along with other like-minded influential people, would give a further lead.

ANTHONY CLAYTON
22 York Road
Woking
Surrey

Exam quality

Sir - Your report of the Standing Conference of C.S.E. Boards (TES, November 1) held in Belfast, gives considerable details of Mr Wallace's excellent address, but is less than adequate in giving readers some idea of what actually happened during the conference. May I attempt to redress the balance and give the main conclusions.

All examination boards were agreed on the need to ensure that GCSE, when introduced, maintained and improved on the quality of existing examinations. The drafting of new syllabuses, examination papers and the need to develop new assessment procedures is an immense workload both for the schools and the boards. This workload, combined with the concern for quality, highlighted the tight timescale. Nevertheless, conference continues to support GCSE and wishes to see it implemented as early as possible.

In discussing implementation, the inadequacy of, and the delay in, moving training programmes caused particular concern. Training was seen as a continuous process rather than a series of ad hoc arrangements. There was also considerable support for the suggestion that the Secretary of State should enable school staffs to meet for one week during the summer term, if not before, to enable all teachers to receive an element of training.

The effects of the industrial action were certainly discussed and it was understood that this must contribute to possible delay in the introduction of GCSE. However, conference was careful to record its dependence on the fact that the goodwill and expertise of teachers was needed to get the examination off the ground. Specific mention was made of the fact that CSE boards were not in dispute either with the teaching profession or the I.C.S.A., and as such, did not wish to adopt a judgmental stance.

Your report refers to the former GCE and CSE boards. These boards are, of course, still in existence, and will continue to be so when the new groups operate.

DR. WALTER ROY
Chairman
Standing Conference of Regional Examination Boards

Pension cuts

Sir - There is one point concerning the teachers' pay dispute which appears to have escaped the notice of the government, the local authorities and other interested people.

Since the adoption of the Houghton proposals in 1974, thousands of teachers have retired. Others are about to do so. A teacher's pension is calculated on the highest annual remuneration of the last three years served. This is, in most cases, one half of the last year's salary for those who have taught for 40 years and pro rata for those who have worked for a lesser period.

Although index-linked this means in effect that a teacher's pension is tied to a base year which, due to the erosion of teachers' salaries in real terms over the past decade, has with few exceptions worsened for each year's group of newly pensioned teachers.

It follows that each year the newly pensioned have increasingly felt the effects of local and central government policy on teachers' pay. For example, a teacher who served for 40 years and who retired on the maximum of Scale 2 in 1975 would today be receiving a 7.58 per cent higher pension (that is, £388 p.a. more) than one with a like background who retired in 1984. Figures for other scales help to make the point.

Yet the Secretary of State for Education and the teachers' employers spare neither thought nor word in the present dispute for this decline in teachers' pensions. Regarding their respective proposals would Sir Keith Joseph and Mrs Harrison please indicate what's in them for those who also served - and wait?

R C LEE
237 Robin Hood Lane
Bluebell Hill
Chatham, Kent

Work experience

Sir - I am grateful for Michael Harrison's clarification (TES, November 1) of what he had said on work experience at a recent CBI conference.

Whilst agreeing with his wish to see work experience and related activities better integrated into the emerging new curriculum, I am concerned that he might be giving the impression that the majority of young people are enjoying "the present conventional block three-week placement out of school". Many careers co-ordinators in schools would regard the existence of such a work experience scheme as a quantum leap forward.

This said, we are very much of a mind with Michael Harrison on the need to build structured provision in this important area of liaison between education and the rest of the world of work and of preparing young people for adult life.

ALAN VINCENT
President
National Association of Careers and Guidance Teachers



Wilfred Owen

Doomed youth?

Sir - It is interesting to see how little things have changed. I came across the following in a letter by Wilfred Owen written in April 1911:

Mrs Timpany called yesterday evening, her mission being to warn me against the Teaching Profession. (Elementary). Her husband could not candidly do this, she said, but she thinks it "wicked" that young people should enter it without a fair premonition of the hopelessness of their fate, and without knowing of the profound dissatisfaction among all who are now teachers.

Plus ça change!

K L BARRON
The Common Room
Eltham College
Grove Park Road
London SE9

When punishment should be subject to due process

Sir - Continued repetition by the protagonists in the correspondence columns of arguments begin on the new pages can be tedious. In general, I try to restrain myself. Peter Snape's "Second opinion" (TES, November 1) though, is such a distortion that it requires a response.

In the first place I distinguished, carefully I had hoped, between the general run of school punishments which I do not believe should be subject to "due process", and suspensions and exclusions which should.

I used the incident from Kex (yes, I know it is a fiction) because I thought it less charged emotionally than a true anecdote. Sorry! Too subtle, I must do better next time. But we are on the same side, Mr Snape.

He then goes on to attack Manchester for wishing to extend due process

Problems ahead

Sir - In her letter on suspensions (TES, November 1) Felicity Taylor's remark "that it is not in accordance with natural justice that the school should provide prosecutor, judge and jury in its own case" highlights a disturbing trend of bringing the language of the court room into school disciplinary hearings. In the same issue Peter Snape commented on the growing practice of friends or legal advisers attending suspension hearings and the suggestion from some quarters that this might extend to cover all interviews of children by senior staff. It seems that traditional notions of professional care and concern that teachers have in their relationships with pupils, even the malfeactors, are being challenged and changed without the public debate that such an important issue warrants.

The Secretary of State is likely in his new legislation on school government to reaffirm the accepted notion of the close relationship of governing body and head and staff, who together form "the school" as it has always been understood. This will continue to conflict with the kind of procedures that chief education officers and education committees have drifted into recently.

The concept of a governing body sitting in a quasi-judicial capacity in judgment on the head during appeals procedures is an alien one. The head is, after all, the chief executive of the governing body and the I.C.S.A. in that school. Although the head has the responsibility from the articles of government for the internal organization, management and discipline, it has always been understood that this is a shared concern with the governors for the conduct of the school. Articles usually provide or imply that the head shall keep his chairman fully informed, and the desirability of this understanding between head and governors has been the backbone of the whole concept.

My view is that schools have become less punitive, stripped progressively of sanctions, and thereby provide a caring environment. Caring is based on discipline clearly explained, clearly understood and clearly practised by all in the (school) community.

Thus, caring can mean that on occasion it is in the interests of everyone, including their own, that pupils are put outside their community by temporary suspension or by permanent expulsion, as a result of their attitude and behaviour, especially verbal or physical violence. The head's dilemma is to deal face to face with fairness to the community as a whole and all individuals in it.

From my own experience, including being head of section of one of Manchester's socially disadvantaged schools, this involves being able to justify the decision right down the line to pupils, parents, staff, governors, authority and public. For him only to quote a few "unfair" cases to support his argument is itself unfair, and rightly there should always be the safeguard of the right of appeal.

Assisted places

Sir - P O Gascall's letter (TES, October 18) concerning the way the assisted places scheme allegedly enriches the intake of independent schools at the expense of comprehensive schools, and his proposition that, in future, independent schools should accept pupils with learning and social difficulties because of "their small class size and vastly superior facilities" saddens me.

Having taught both in state and independent schools, I have no illusions about conditions in either sector. I certainly do not subscribe to the polarized mythology attached to one system's putative superiority over the other's. So perhaps a little factual information may be useful for P O Gascall's enlightenment.

Many independent schools are taking (and for the last decade, have taken) pupils with learning and social difficulties. Furthermore, I can think of at least two independent schools within 35 miles of P O Gascall's address that specialize in doing their very best for such pupils, who form by far the largest group in their intake. Indeed, this is a situation to be found in most areas of the country.

NICHOLAS SANCAU
The Hill
Wetherham
Kent

"to cover all interviews of children by senior staff". As I understand it, Manchester, before the Poundswick affair, circulated for comment a document from the Advisory Centre for Education. There has been no indication of support for the document, let alone for that extraordinary interpretation of it.

Mr Snape and I appear wholly to agree - he accepts due process in cases of suspension and exclusion and I do not claim it in less serious cases. So why is he thrashing about? Or is he arguing that due process is acceptable in cases of suspension and exclusion providing that the appeal body always supports the head?

In the Poundswick case, it seems that the Secondary Heads Association advised its member to accept the pupils back into school. It was the teacher

unions which supported a refusal to teach the boys. It is not clear to me how such a challenge to legitimate authority and responsibility upholds standards of order and discipline; I should have thought, moreover, that there are obvious dangers for heads in appearing to legitimize the claims of teachers to the right to choose whom they will teach.

Bosses' man or not (and it is a new experience for me to be called so), I do not, as the head of one of Manchester's educational institutions, see how it can benefit us to battle publicly with our authority. Benjamin Franklin said: "We hang together or we hang separately". It remains a good precept.

MICHAEL STERNE
Area principal
North Manchester Area
for Further Education

cept of school government in this country. Legalistic procedures are inappropriate to this notion of the shared good of the school and its pupils.

Problems presented in a suspension situation are not best resolved in the confrontation approach of adversarial court procedures. Judicial procedures have a place at a stage beyond the school, but in the school context the "natural justice" that all of us want is best sought in informal structures and proceedings where the interests of the pupil in particular and the school in general can be considered in a calm atmosphere.

In the wake of the Manchester graffiti hiatus it is perhaps difficult to grapple with this topic unemotionally, but I foresee terrible problems in our schools if we cannot agree on the basic concept underlying school disciplinary procedures.

C J LOWE
Legal Secretary
Secondary Heads Association

Police matter

Sir - Michael Sterne's article about the Poundswick suspensions (TES, October 25) appears to imply that in the case of a boy who threatened a knife at another pupil without actually using it, suspension was an inappropriate punishment.

If I discovered anybody, adult or young, in school or out, in possession of an offensive weapon, I should regard it as my duty as a citizen to make a prompt 999 call to the police. Suspension or expulsion from school seems a rather lenient punishment for an offence which can send adults to prison.

FRANCIS ROADS
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Stress and status

Sir - Mr M Clarke's comments on my stress survey (TES, October 18) reveal a need for some clarification. The questionnaire went into 8 out of 24 Bradford upper schools and, under the terms of a local agreement, was available to members of the three main teachers' unions. (Two heads who were members returned replies.) The level of response was such as to make the results statistically valid.

As a self-representative, I had no legal standpoint vis-à-vis unions other than my own or those with which I had an accord. Moreover, the number of heads involved was insignificant. Thus, heads were virtually excluded and parts of the questionnaire were specifically directed at class teachers.

The results of the survey revealed considerable health problems and general dissatisfaction. In an attempt to identify causes, I argued that the top-down managerialist structure of state education is the major factor. The position of the head enables him to mitigate or exacerbate the pressures on teachers. The responses to a question on this point showed that 32.9 per cent of teachers found their head to be a minor source of stress and 28.7 per cent a major source.

Coincidentally, the week after Richard Garner's article on the survey, my position received support in these



Good measure

Sir - I would like to take issue with Robert Barfoot's article in the Maths Extra (TES, October 11) deprecating our half-hearted approach to metrication: "inching our way towards it". Some of us are centimetreing our way towards it.

GILLIAN TAYLOR
64 Kitchener Road
Highfield
Southampton

Fewer words

Sir - Industrialists have been heard to criticize recruitment and selection procedures in education. The gap between us has closed in recent years, but at what cost?

A member of my staff was this week called to a school in a neighbouring county for the first of a two-day interviewing session. The "prize": a scale 3 head of department post.

Part of system

Sir - The prominence given to Jeannette Aytton's and Paul Hussey's important article on their primary school media project (TES, October 4) is an encouragement to all of us who are working in this expanding field. Besides its valuable contribution to our knowledge about media work with younger children, it raises many issues which urgently need further investigation and debate.

Central to this is Aytton and Hussey's use of the term "media literacy". They rightly argue that technical competence is a means by which understanding about the production of meaning may be gained, rather than an end in itself. But why do they then assert that the aim of this literacy is simply to "develop the ability to detect underlying assumptions"?

Either this is an odd use of "literacy", or "literacy" is a misleading term to use. The aim they cite is a laudable one, as far as it goes, but it's one that print literacy tends to ignore, especially at junior school level (although one might see anti-semitic and anti-racist work as a move in this direction).

Eroded landmark

Sir - No wonder teachers are under stress when the "flood of national and local initiatives" (Comment, October 4) disorientate the teacher by removing every familiar landmark, and when the teacher can avoid yet another drop in salary only by accepting conditions of service which blackmail him into acting as a mere agent for the fulfilment through the Secondary Examinations Council of the mechanistic goals set by the Education Secretary.

History is one vanishing landmark: within two years, if the Government has its way, it will be impossible in our schools to interpret history except in accordance with the views of that Government. No one, and certainly not HMI in its recent defence of the subject, shows any willingness to stand up against this oppression and some teachers actively promote it.

In one school known to me the headmaster threatens to secure the dismissal of staff unwilling to promote a particular definition of this subject.

W A D FREEMAN
7 Rocks Park Road
Uckfield
East Sussex

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Micro scope

Sir - I was gratified to read in your recent Computers in Education Extra (TES, October 25), that, in reviewing Microspecial, your reviewers had both used and acknowledged the assistance of pupils in evaluating software. You cannot evaluate software satisfactorily, or gauge its likely impact in the classroom, without seeing it work. It is a pity, however, that other reviewers do not follow a similar pattern.

John Bald's attempts in the same issue to consider six programs within 500 words cannot do justice to any one of them and his one sentence directed at Space Program Alpha fails to acknowledge the possibility that the program might actually work in the classroom.

I have been impressed with the quality of the group discussion and other English activities triggered by this program. Big Brother, devised by some authors and focused on the world of Orwell's 1984. The purpose of using the microcomputer in English isn't, as your reviewer suggests, bound up with the extent to which it explores the capacities of the computer, it is a resource for learning. Put at its most simple, you don't change what you do to fit the micro, you make the micro do what you believe in and if it helps you to do it better.

RICHARD KNOTT
Adviser for English and Drama
Berkshire County Council

With the effect of a lengthy selection process upon parent schools in mind, I recently concluded a successful deputy head appointment in one day. Is it too much to ask for universal consideration, particularly in these difficult times?

BARRI HURFORD-JONES
Bitterne Park School
Diamond Road
Southampton

On the other hand, it's a curiously limited aim. If media such as television, photography and film are languages in their own right (as the term literacy implies) then why should we only look for underlying assumptions, stereotypes and clichés?

Important as such work is, I suspect that calls for media education that are limited to this level of enquiry stem from a limited understanding of the cultural role of the media. "Media literacy" ought surely to include the full range of understandings and pleasures that are available from the media, just as print literacy does.

The issue here is really not so much media literacy, as literacy itself. If literacy is an understanding of how meanings are made, then it includes all the systems that are used to make meanings: print is one, and television is another. Argues on this scale, studying the media doesn't just enhance other skills: it's central to the curriculum.

CARY BAZALOTTE
Deputy Head
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Set to learn

Sir - I have been reading with interest your series on "Good Primary Practice". The descriptions of imaginative teaching has been inspiring. However, having read your article on St Nicholas's primary school (TES, November 1) I now wonder if a true picture of these schools is being given.

While in no way wishing to disparage the achievements of this school (many of my friends have sent their children there and have been delighted) it would have given a better balance to the article if the area from which the children are drawn had been described.

It contains a high proportion of middle class academics (the university is down the road) whose children go to school with a background of good learning habits.

"Without this information such an article as this cannot but be discouraging to teachers who work with just as much imagination and commitment, but in much more difficult environments where there will not be a 97 per cent turn out at parents' evenings, and whose pupils do not achieve such high academic success."

ROSALEEN CLARK
43 Meadow Lane
Coolville
Leicester

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TALKBACK

Air-mail deliveries

FRANCES SPACKMAN

What is pale blue, shaped like an aeroplane and emerges from an Adidas bag two weeks too late? Right, a letter inviting parents to an end-of-term school concert.

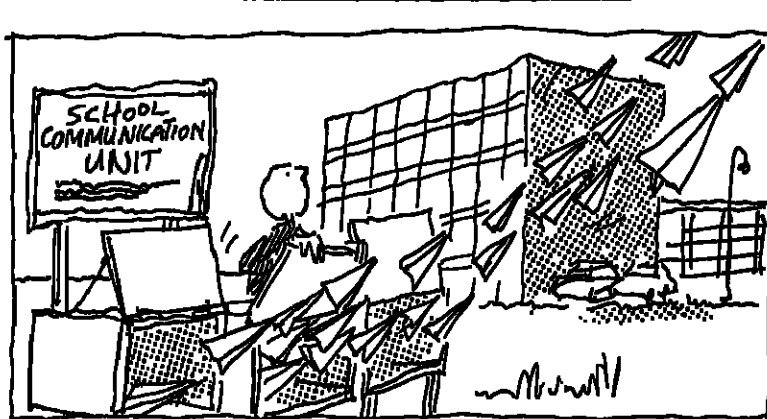
Letters given to pupils to take home to their parents are a form of communication within the education system which seems not to have been investigated by researchers. We take for granted this swift and cheap channel of communication which, if used thoughtfully, can promote goodwill between home and school as well as passing on information.

When I presented two classes of first years in a girls' comprehensive with a self-completion questionnaire and then followed it up with a shorter one for their parents, the response rate was 100 per cent. Most pupils said they found it easier to deliver a written message than to remember an oral one. Most also found it easier to deliver a personal letter than a general message distributed to everyone.

An 88 per cent rate of "same day" delivery was reported by parents but this was not borne out by their children, only 45 per cent of whom said they produced letters on the same day. In nine out of ten cases the mother received the letters.

A similarly enhanced claim was made by over half the parents who said they had enquired about messages from school, whereas only a third of their daughters remembered having been asked. Either parents are anxious to be seen in a good light or their offspring have faulty recall - or both. Messages in homework diaries have great potential for conveying messages especially since they are scrutinized by form tutors every week. Parental co-operation in checking and signing those diaries every week had been requested from the outset.

Even so, the proportion of homework diaries reported to have been checked weekly was 52 per cent, daily 18 per cent, and 28 per cent "when asked". The involvement of fathers increased in this area: 15 per cent said their father usually checked it while 74



per cent showed it to their mother.

Only 25 per cent said they discussed the content of their diaries at home and a mere 9 per cent had ever contained messages written by parents or by teachers, which demonstrated a fairly paltry use of this means of contact by both sides.

Nine out of ten parents felt communications with school were satisfactory. When asked for reactions to suggested improvements, however, nearly half supported the suggestion that different coloured papers be used to indicate the source or purpose of the message.

Most (90 per cent) parents were prepared to fill in a reply slip on all correspondence to acknowledge the receipt of the message, however there is no evidence of whether pupils, or indeed form tutors, were equally prepared to co-operate.

From my investigations, it would seem that to maximize the effectiveness of the delivery service children should be given their letters as they leave school, having first read them through; an awareness of the contents may assist their memory when they arrive home.

They found it easier to deliver a personal message and therefore having to fold the letter in three and address it to their parents might enable the duplicated letter to masquerade as a personal one. If that seems unduly manipulative, at least when the letter emerges from the bag (where 80 per cent said they put letters for parents) it can be distinguished from old, crumpled and look-alike work-sheets.

Verbal messages could be given a written safety net by a reminder in the homework diary. When pupils are absent, their letters could be addressed and pinned in a conspicuous place in

the form room to await their return.

Teachers have a vital contribution to make in the vigilant, caring supervision of homework diaries for younger pupils. The children must be trained to take responsibility for the presentation and content of their diaries and in due course this should influence their parents. In order to avoid undermining parents, however, a sensible approach would be to offer guidelines as to the school's expectations and the advantages which should result from this co-operation, perhaps showing them an example copy at an early interview.

The role of contact co-ordinator should be adopted by a member of staff who has an overview of the whole process and can monitor the number and frequency of messages as well as keeping an eye on the extent and justification of any demands made on parents' time and money.

None of these suggestions are disruptive. There are no costs involved and in fact should ease rather than extend the communication process by increasing clarity and efficiency. They could provide an excellent opportunity for good PR as well as giving pupils positive involvement and a feeling of a harmonious link between home and school.

In this way, the sad, crumpled aeroplane disgracefully overdue in announcing the vital parents' evening, can be taken out of commission and replaced by a shuttle service, a model of speed and reliability of which all users can be proud.

Frances Spackman is head of home economics at St Catherine's School, Bexleyheath. She undertook the research while studying for a postgraduate diploma in school management with the Open University.

Needs of the redeployed

CHRISTINE RODELY

For local authorities, redeployment is a necessary evil as pupil numbers fall and the Government demands cuts in teachers' jobs. It is a much cheaper device than retiring teachers early and preferable to compulsory redundancy.

Though teachers accept that the curriculum and organizational needs of the losing school are of paramount importance when selecting staff for redeployment it is a worrying time. The prospect of adjusting to new colleagues and pupils and different ways of running a school can be daunting. Redeployed teachers are often regarded in a poor light by both the losing and accepting school. They may have been selected by the "last in - first out" method or feel unwanted or disliked by their colleagues.

Redeployment of teachers can be valued in career development and spreading ideas. But it must be dealt with sensitively by I.e.s., head-teachers and governors.

As a Scale 2 teacher, I volunteered for redeployment and encountered many feelings of apprehension, uncertainty, anxiety and despair. I even imagined victimization and prejudices against me.

In the time between my volunteering for redeployment and being given a Scale 1 post my I.e.s. was not as helpful as it could have been. The pastoral officer assigned to the area where I

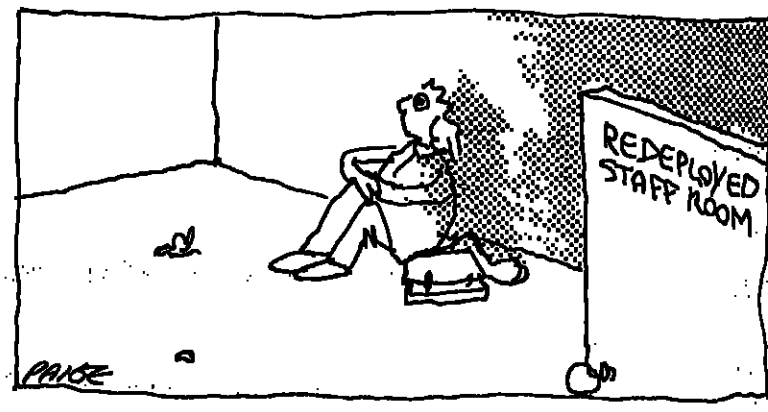
worked gave me no guidance or encouragement when I was finding myself another post and appeared to do no work towards this end himself.

In fact, the headteacher at the school where I now work knew me as a colleague in the same teaching association and was able to offer me a Scale 1 post just as soon as he discovered from the county that he was allowed another member of staff. This was two days before the end of the summer term.

Having been through redeployment myself I would recommend:

- That the teacher selected or who volunteers is sent a personal copy of the vacancy list for teaching posts within his/her county.
- That a member of the county inspectorate or the pastoral officer automatically visits the person to be redeployed and offers guidance and encouragement.
- That if a suitable and/or parallel teaching post appears that the redeployed teacher is invited to see the school during working hours and with travel allowance.
- That the receiving school offers an induction programme to the redeployed person in order to help re-build their confidence.
- That the pastoral officer sees the newly-redeployed teacher in his/her school, following their progress and settling into their new school to monitor the suitability of the post.
- That the redeployed teacher keeps in close liaison with his/her professional association and is kept informed of all happenings and that the teacher receives as much help and information as it can provide.

Christine Rodely teaches in a Midlands primary school.



The recent riots in Brixton, Tottenham and Handsworth have forced the areas' youth workers to reassess where their loyalties ought to lie. Report by Sara Parker.

Caught in the cross-fire

It would not be over-dramatic to say that Astel Parkinson is on a tight-rope he cannot afford to fall off. A youth worker in Brixton for the past 15 years, he has learned to walk a very fine line in order to remain on good terms with both the police and local teenagers.

"You've got to keep your emotions in check and yet still understand what the youngsters feel, you've got to give support to them without being abused or arrested, you've got to keep trust with them while being calm enough to mediate with the authorities."

It cannot be easy for Astel Parkinson to act the part of the objective mediator. He used to live next door to Cherry Grove, victim of the police shooting that sparked off the recent Brixton riot, and his own sons, he says, have suffered police harassment.

Among the stories he tells of youngsters' encounters with the police is that of a teenager, who, late home after a game of hide and seek, ran round a corner into a policeman. "It's immediately assumed he's nicked something and they don't believe he's telling the truth... It's the same with a young black worker; he can be picked up any time unless he's known."

Many, however, see Astel Parkinson as something of a moderate. He is a magistrate and chair of the Community/Police Consultative Group for Lambeth set up after Scarman. Since then Lambeth Council has formed its own police committee, voicing its concern about the group not representing the opinions of many in the black community who want more police accountability and more radical action to change current policing.

All the same, he attracts 50 or 60 youngsters to the youth club run three nights a week at St Matthew's Meeting Place, a converted church in the centre of Brixton. Paid through the Inner London Education Authority as a full-time worker, he also has six part-time workers. But to give the counselling and advice he believes is important, he feels he needs more.

Lambeth, with £4 million a year (more than half of which comes from the ILEA), is probably one of the better provided youth services in the country, and yet many feel it has insufficient resources to cope since young people need it not just in the evening but with more and more unemployment, throughout the day as well.

"If there were more centres, more places for young people to go and talk to older black people - those who have a bit of authority which youngsters respect - that would help," Astel Parkinson says. "It's about talking to youngsters who talk to others, keeping them away from trouble... The youth worker is a buffer, the one who can keep the lid on the pressure cooker."

Nevertheless, Commander Alex Marnoch of L district, which covers Lambeth, admits: "There's a lot of mistrust between youth workers and the police... although not all of them."

Vernon Tudor, senior youth worker at the Central Lambeth Project underlines the growing gap between some workers and the authorities. "Until recently people like ourselves did not find the political aspects in our jobs necessarily foremost... but there's a group of us who now feel young people are not being treated properly and there's a need for a radicalization. I don't like violence, I don't necessarily feel violence is the answer, but the person who is denying a man a job, a decent home, proper education, is as violent as the young person who throws the petrol bomb."

The Project, set up in the early seventies to cope with a wave of reaction when the black power movement in America hit this country, has always aimed to reach those youngsters who stay away from the youth service. In the last few years

funded by an Inner City Partnership grant of £25,000 annually, it has extended its work - now reaching around 200 youngsters a week. The funding, however, has come to an end.

The youth service has traditionally provided leisure and recreational facilities which enhance moral, spiritual and physical welfare, but more and more schemes such as the Project now concentrate on developing self-esteem and skills that will equip youngsters to live in today's society - even if it is without a job.

Much of the work among the 8,000 youngsters in what is known as Brixton's "sensitive mile" is now taking place on the estates such as Stockwell Park where the crime rate is high. Mel Nixon, a black youth worker from America, has over the past three years set up music workshops and supported a youth club opened in the new community centre, as well as running a scheme to introduce those youngsters not interested in the youth service to its possibilities.

Up until 18 months ago, he believed that young people often exaggerated their confrontations with the police. Then he found he was being stopped and searched - usually his bags. Now he gives advice, telling youngsters to write down details of police who stop them, not to get violent if arrested and then to get a message to him as quickly as possible. Giving help to those who have been arrested has become part of his job.

On the day of the riot he was out in the street watching what was going on but he admits it could have been dangerous. "You can get attacked by the youths, you can get attacked by the police." Randal Davies, senior youth worker officer for Lambeth, urges his workers not to get involved, although he did go straight to Brixton when he heard Mrs Grove had been shot. However, once he realized there was little he or his colleagues could do, he left. In 1981 his car had been petrol bombed.

"You can get attacked by the youths, you can get attacked by the police" - Mel Nixon, black youth worker

Although only 8 per cent of youngsters use the youth service every day in Lambeth, a third have some kind of links. On the estates, attendance is high - as many as a quarter of the youngsters go - illustrating, he says, a need among the young unemployed to have somewhere to go.

In the past 18 months, 50 clubs have sprung up on estates, with 20 of them in Brixton - and their success depends very much on finding enthusiastic residents to help get a club off the ground and eventually run it.

In spite of the Tottenham riots, many still believe that the model of this type of estate youth centre is on Broadwater Farm. The project was started by Dolly Kiffin four years ago. At the time there were complaints of crime on the estate and she remembers: "We needed something here for young people... and everyone else. Youths used to gather in the stairwells, play their music."

Dolly, a mother of six, took over an empty chip shop in the shopping precinct, opening it up as a centre not only for the 1,000 young people on the estate but also to provide meals for the elderly. At first there was little more than a few hundred pounds from Haringey Council to work with but 18 months ago, after lobbying politicians and having proved he had enough support among the residents to make it work, the Broadwater Farm Youth Association got £190,000 in urban aid to build the centre and £46,000 to run it.

A bright, cheerful building, the centre was constructed by estate youngsters, giving around



Tottenham community leader Dolly Kiffin and (inset) Commander Alex Marnoch, Lambeth's police chief

30 employment and drawing in volunteers. It is now open from 8 in the morning until 11 at night. There is counselling, a more or less continuous meal service, facilities like a photography studio, television, snooker and rooms for activities from sewing to weight training.

The association also provides jobs for 40 to 50 youngsters. There is a fruit and vegetable store, a hairdresser's and laundry. Food is cheap but the canteen is still made to pay, and dress-making is becoming a lucrative business.

The centre was opened early this year by OLC leader Ken Livingstone - the GLC now funds Dolly's post as co-ordinator and two development workers - and even Princess Diana has paid a visit.

Given such success, Broadwater Farm estate seems an unlikely setting for a riot. Police admit crime in the area has not risen to the same level as elsewhere in Tottenham. The council says that since the association established itself, crime has actually dropped.

But all the same, some residents say there was drug-dealing on the estate, particularly during a period when Dolly went home to Jamaica. Only days before the riot, police stopped and searched cars going into Broadwater Farm. Black people were inevitably stopped - just over half of the estate's residents are black - and some say it was only black people.

Acting Commander Edward Hodge for Y district, which covers Tottenham, says the estate had always been considered a sensitive area where police have kept a low profile, relying on a community beat team.

Nevertheless, Norton McLean, principal youth and community services officer for Haringey, says: "There was a tinderbox atmosphere across the whole of Haringey as far as policing was concerned. It could have happened on any estate, the most unlikely place was the Farm. You get tension, then an incident, then a feeling of outrage, helplessness and finally anger. Once that point is reached, there's nothing a youth worker can do, except run like hell."

Acting Commander Hodge says there is no deliberate policy to increase stop and search but he admits that with increased crime, police activity will rise accordingly.

Commander Marnoch says that stop and search in Lambeth is down by 60 per cent over the past two years, with surveillance tactics being increasingly used to identify suspects. He is confident that there has been a positive move towards community policing in Brixton and that his officers have good contact not only with residents but also youth schemes, particularly those run by the Manpower Services Commission.

In Handsworth, the Lozells Project, funded with £50,000 a year for five years by the Inner City Partnership, started even before the 1981 riots as a

police initiative. It aimed to create a better understanding with the community and included the William Lewler Centre, with one full-time youth worker and two police officers. Deputy head of the division covering Handsworth, Superintendent Martin Burton, who was involved in setting up the project, believes they reached at least some of those who could get involved in riots. The scheme ran out of funding in the summer and though a successor is being set up it will have to cover a much wider area - with half the financial backing.

Superintendent Burton says: "The relationship we've had with youth workers has been first rate." This, however, is not always the view of the youth worker. Alf Hutchinson, a Rasta youth worker in his late thirties has been running a centre just off the Lozells Road for the past six years. The day after the riots he went round the streets with a loud-hailer, appealing for calm. But he says: "Police see me as a leader of a youth centre and I'm always worried I might be picked up for questioning."

Until this year youth provision in Birmingham came under the same umbrella as services such as adult education. As a result, there were few specialist youth workers, but now with a restructuring of the youth service into 12 constituency areas, the people responsible for it are clearly identifiable. The budget remains small, however, at £500,000.

Gary Abraham, youth officer for Small Heath, is keen to try and meet the demands of the young people in the Lozells Road area. "We're quite often criticized as soft policemen, keeping young people busy and happy playing games like ping-pong, but the more politically aware youth workers are questioning that role."

Alf echoes his feelings: "A lot of youth workers are like bouncers. There to keep the peace. You can have a knife pulled on you in some centres." But he says there is no trouble at his because his job goes further than providing facilities and organizing activities. He is there to listen, to go with a frightened youngster to the police station or even stand bail.

The Handsworth riot has been blamed on racial tension - there is an equal proportion of black, white and Asian residents. It has also been blamed on unemployment, poor housing, and on heightened tension because of recent drug raids. But whatever the reason, more youth workers feel that young people's demands are reasonable and are criticizing the police as only prepared to discuss the problems on their terms.

This therefore begs the question of how long youth workers can continue as the go-betweens. Some may say that unless the position of young people is improved when it comes to jobs, housing and policing, the answer is not much longer.

Perceiving prejudice

JEAN LAWRENCE

The DES-funded survey of the experience of pupils from ethnic minorities has massive implications for the profession. But what I find to be interesting about Cecile Wright's study, with its finding (TES, October 25) that "Afro-Caribbean pupils encounter, or feel they encounter, racial prejudice on the part of teachers and, in about their third year of secondary school, start to react with difficult behaviour and loss of interest in their work", are its points of similarity to and divergence from Rutter's 1974 study of 10-year-old children of West Indian immigrants.

Rutter and his colleagues established that teachers saw West Indian children as disruptive ("deviant") twice as frequently as they saw non-immigrant children. Their behaviour at home, however, was better.

Rutter believed that there were three possible reasons for his findings: first, a high proportion of West Indian children were considerably retarded in their educational attainments and reading retardation and disorders of conduct are strongly associated; second, schools with a high proportion of children from immigrant families tended, in the inner London borough studied, to be schools with higher rates of pupil turnover, and Rutter had already shown that high turnover was associated with behavioural deviance. Finally, Rutter thought it likely that the children's awareness of racial discrimination would be greater at school than at home and consequently might

influence behaviour more at school. What seems to have happened in the years between the Rutter and Wright studies? First, we are no longer, in most cases, talking of first generation immigrants. Most of our black children have been educated in English primary schools and reading retardation will loom far less large as a problem specific to them.

Pupil turnover may still be a factor in behavioural deviance, but this should affect both white and black children. There remains, then, Rutter's third factor - racial discrimination, as explaining some black, rather than white, deviance. Is it the persistence of discrimination which is exacerbating the troublefulness of some black children?

The crux of the issue for me, however, lies in the fact that black children have to perceive teacher and pupil behaviour in schools as being

discriminatory. In the same way, Rutter's teachers had to perceive their West Indian pupils as troublesome.

The questions which need to be asked are these: Are we, as a society, encouraging black children to perceive discrimination where none exists? In our efforts to be fair, for example, in assessing the role of the police in the development of urban riots and football hooliganism, are we labelling black children to interpret humour as malice, good intent as evil?

Of course, there are instances of reprehensible and clear racial discrimination but there are far more which are "grey areas", where acts may or may not be interpreted as discriminatory. It would be appalling if the DES survey gave rise to the destruction of the teaching body as a force for good in the eyes of black children and parents, in the same way as has happened to the police.

Equally bad, as a consequence of an over-emphasis upon racial discrimination as a cause of real or perceived misbehaviour in black children, would be the neglect of other possible factors. For example, identity confusion may explain the behaviour of some children whom counselling could help. Similarly, the whole area of language needs looking at: teacher language and comprehension, the correction of dialect and mother and heritage tongue. Finally, the possibility of racial ethnic differences in relation to attitudes to noise, and in relation to physiology needs to be allowed for. A single cause explanation of behaviour is naive and unhelpful; behaviour requires multi-lateral interpretation and responses.

Dr Jean Lawrence is a principal lecturer at the University of London Goldsmiths' College.

Starting with Finnish

ROGER BLAMIRE

It has been my privilege this term to take a group of disaffected 13 and 14-year-olds for European Studies. French is not feasible for them, as, having experienced failure in the language at middle school they were put on "Creative Studies" courses while their brighter and less "difficult" friends continued with French.

Having tried in vain to convince a few of the 32 in the group that they might really like to transfer to a French set, it was clear that I would have to sell languages to them if they were to survive the year.

One series of lessons has been of particular interest. From all the European countries the class had identified (after a gentle reminder that China and



Bromsgrove do not belong to that category), I chose Finland and Finnish for further study, reasoning that both the class and I knew least about that particular country and its language.

Having told the class what I knew about the country - culled from various motoring and holiday guides and a junior encyclopedia - the pupils wrote down what interested them (the Midnight Sun, the Arctic Circle, reindeer steaks - the tourist's postcard, I admit). They then did some research

of their own at home, and discovered how easy it is to find out things; and how interesting it can be. Later on we discussed what the most useful phrases to say and understand would be, and consulting the *Berlitz Guide to 14 European Languages* supplied the Finnish, together with a rough guide to how the phrase sounds.

Such lessons go against much modern language teaching doctrine, but I feel they were of value.

The pupils knew they had been identified as failures in French at the age of nine (and therefore, to them, in all languages), but achieved success in Finnish.

They now know more than anyone else in the school about the country and the language and feel a sense of achievement. All my other classes, on the other hand, are still in the dark about the work on the blackboard.

The pupils were able to research the topic for themselves, something they could not do in French.

Most important to me, the children saw that their teacher was not an omniscient, magician-like dispenser of knowledge and expertise whom they could never hope to emulate, but a fellow learner, demonstrating enjoyment and curiosity about language, languages, and the world about him.

It takes courage to say, "I don't know," to a class, but it's worth trying more often than we do.

Roger Blamire is head of modern languages at Brilley Manor High School, Redditch, Worcs.

FEATURES

Nick Baker examines the background to this week's launch of the Mini Enterprise In Schools Project and visits a north London comprehensive, a that has gone into the toy manufacturing business

Around 30 per cent of secondary schools operate some form of industry-simulating enterprise scheme, with projects that have included cocktail recipes, community newspapers and mole catching. A new initiative launched this week aims to turn that figure into 100 per cent. The Department of Trade and Industry's Mini Enterprise Project has £400,000 to spend over the next two years on bringing the entrepreneurial and industrial spirit into the classroom, allowing middle and secondary pupils to adopt the roles of business people.

The idea is nothing new. Since 1963, Young Enterprise has been nurturing young business people's ideas through a nine-month trading period, and experts have been brought in to advise on cash flow, marketing and manufacture. The Schools Curriculum Industry Project (SCIP), also operates some schemes in schools, as does the Durham University Business School. Then there are the schools which have their own enterprise schemes, run by enthusiastic maths, business studies or economics teachers.

Mini Enterprise Project co-ordinator Kevin Crompton regards his main aim over the next two years as "networking" the different activities and spreading the word to teachers, in the interest of getting enterprise established in the curriculum. Red tape (business and industry's arch enemy) is to be kept to a minimum. "There are already around 28 bodies linking industry and schools," says Crompton. "We don't intend to be the twenty-ninth."

The new wisdom on the value of enterprise education comes under three categories. The first is education for enterprise—equipping pupils with basic knowledge and skills to be able, should they wish, to enter the world of business as potential entrepreneurs or as self-employed workers. The second is education through enterprise—using the experience of being part of a company to develop skills of numeracy, team work, communication, design and so on. The third category is education about enterprise—using the experience to learn more about the world of industry and business and how it functions day to day.

This sort of education has been criticized in the past for "teaching capitalism". Kevin Crompton and his growing team are well aware of the dilemma facing the teacher who wants his or her class to get to grips with the subject but doesn't want to present the profit motive as an invariable ideal. Crompton stresses that there are a number of established models which allow teachers to side-step the "teaching capitalism" problem. The SCIP-style projects, for example, are more concerned with practical application of curriculum subjects already taught than with total authenticity in simulating business activities. Durham University Business School can offer a resource-based approach to problems facing industry and business, whereas the Young Enterprise Scheme still works as a full-blown simulation of the forming and running of a limited company. It's hoped that teachers will select from existing methods to suit their own particular purposes, looking at the potential of co-operative ventures and partnerships à la John Lewis as well as straightforward profit-making businesses.

Whatever style the teacher chooses, the idea behind the new project is the dissemination of good practice on a national scale. A team of five or six regional co-ordinators will have the task of identifying teachers who have already tried this sort of exercise as well as those whose skills and subject areas might be useful and relevant. After a series of three or four-day regional training conferences, Kevin Crompton hopes to see grass-roots groups of teachers formed who will provide local in-service training to increase the spread of the network, while operating their own schemes.

Perhaps appropriately for a new industrial venture, there is a problem about finance. The project's £400,000 won't extend to paying teachers at the edges of the "network" who train others in the merits of the scheme. Neither will there be any money available from the project for covering absent teachers at conferences and training sessions. There is some hope that I.E.S. will be able to foot these bills from their TRIST (TVET Related In-Service Training) funds, and according to Kevin Crompton, the Mini Enterprise Project will exert "moral" pressure on authorities to pay for cover and extra INSET teaching. He's quick to point out that the Society

Nurturing the young entrepreneurs

of Education Officers is among the project's firmest supporters.

There is, however, another £180,000 in cash and at least a further £300,000 in the form of very low-cost overdrafts available for schools from the National Westminster Bank. NatWest is offering a "no strings" £30 payment to middle and secondary schools to cover the initial costs of evaluating potential enterprise projects. "Schools can take that money and run," according to Crompton. There will be no pressure to start a project using the £30, and although the Mini Enterprise Project will check up to see how the money has been used, there will be no slapped wrists for those who haven't invested it in a new scheme.

The £300,000 comes in the form of £50 overdrafts repayable at 5 per cent interest (the same rate that NatWest staff pay on loans) available for each new Mini Enterprise project. NatWest will also plough the income from the interest on these loans back into the schemes. There may be a few raised eyebrows at the fact that more money seems to be available from NatWest for the project than from the Government, but it's stressed that the bank is committing the cash as part of its contribution to Industry Year, rather than using the scheme for publicity purposes. All the same, at a time when competition for the youth market is at its hottest, there are inevitably spin-offs for NatWest, particularly in creating increased awareness of the bank's services.

One of the problems that the banks' marketing men have in attracting young custom is the resistance teenagers have to going into a bank. Presumably, an interview with the local branch manager will be part of the learning experience. It may well be that the more successful pupil participants—those who have been sufficiently stimulated by the experience to go on to become "real" entrepreneurs—will again turn to NatWest for financial help.

The Mini Enterprise Project decided against "playing one bank off against another" to get the best deal, although there's nothing to stop schools involved with the project "shopping around" (as their "real" counterparts do) to get the best financial deal.

Is such wheeling and dealing nothing more than education for capitalism? Kevin Crompton thinks not. "In practice," he says (borrowing the phrase from a colleague), "the exercise can be painted bluish or pinkish. I want the educational value to be way above the politics."

More information on the Mini Enterprise In Schools Project is available from Kevin Crompton, Warwick University Industry Education Unit, University of Warwick, Westwood, Coventry CV4 7AL.

The co-op's dividends

Two years ago, Gladesmore Community School in Tottenham might have seemed a controversial choice of test bed for an enterprise project. It was in its first year of existence—the split-site result of a merger between an all-girls and a mixed secondary school in a multi-ethnic area of London where unemployment is steadily growing. However, after two enterprising years, the main controversy (among the workers, at least) is what to do with the profits.

The Schools Curriculum Industry Project (SCIP) already had a firm footing in the north London borough of Haringey, and an experimental enterprise project was high on the list



Mr Leon Brittan, Trade and Industry Secretary, and Mr Chris Patten, Minister of State for Education, inspect the Gladesmore toy-makers' work



of the I.E.S.'s priorities. In July 1983, before the Gladesmore scheme started, a meeting between local teachers, industrialists, trade unions and other interested individuals (parents and members of the local chamber of commerce) was arranged. "My initial impression was of a meeting best forgotten," says Granville Barrand, the local SCIP co-ordinator. Comments ranged from "It sounds too much like 'on your bike'" to "Entrepreneurs are born, not educated". Some were concerned that such a project was nothing more than a basic exercise in management training.

However, teachers of three subjects, CDT, maths and economics, saw that lots of the skills needed for successful enterprise were already taught on their fourth and fifth-year syllabuses. CDT was looking at production design and costing as well as manufacturing methods, maths was covering balance sheets, preparation and banking, and economics (a class from the all-girls' school) was dealing with market research, advertising and consumer protection.

Rather than starting a concern that involved shares, board meetings and an understanding of what limited liability means, Gladesmore, under head of careers Rita Collie, plumped for a co-operative approach. "Co-operative with a small 'c'," insists Barrand, likening the process to a group of friends who get together and say "let's have a go at this".

There were other reasons for not choosing a "big business" model. Peter Jones, local official of the Furniture Trades Union and stalwart

supporter of the scheme, wouldn't have given his backing and expertise. Such a scheme, particularly in an area where unemployment and hardship made share ownership impossible, would be "immoral", he argued. Mirek Witkowski, a member of the local New Generation Co-operative and another of the project's consultants, would have had nothing to offer Gladesmore either, simply because of lack of experience in that form of business. More importantly, perhaps, (as Granville Barrand points out) teachers themselves are not likely to have experience in starting their own business.

No time was wasted discussing what the project was going to produce. Wooden toys—straightforward CDT assignments—were agreed upon even before the idea was introduced to the 58 fourth-year pupils involved for it was felt it would not be productive to wait for innovative ideas. "The real skill is exploiting the idea," says Barrand. "It's what Britain has been bad at in the past." There was another, more practical, reason for choosing wooden toys. Peter Jones had access to some excellent raw materials in the form of redundant gym equipment.

The first stage of the project took place in the fourth-years' classrooms and within the subject boundaries of maths, economics and CDT. Each class had specific tasks, each was guided by "consultants" from outside the school. Thus the economics class, investigating market research of the toys, as well as the crucial areas of consumer protection and advertising, had visits from the local consumer protection officer and an advertising executive from the local newspaper. (The following year a similar group went up market somewhat and got help from Saatchi and Saatchi.)

With the preparation over, the three classes met and were divided into 10 "businesses", each comprising members of each class. Again, the decision as to the composition of these groups was imposed by staff. Initially, there was predictable reluctance, but later, according to the pupils' comments, the lesson that you don't have to like the person you work with (or, conversely, you can't always work with people you like) had been very effectively taught.

After an initial production line game to teach organization, develop working relationships and further the co-operative spirit, the week's work (which meant the suspension of the timetable for those pupils involved) began in earnest. The enterprise groups were left alone to compile a business plan. In front of them lay an interview with a real bank manager, who would decide whether the groups were worthy of investment from the Co-operative (with a big 'C' this time) Bank.

The Co-op Bank was chosen simply because it's the bank the local authority uses. Wood Green branch manager Tony Flavell was pleasantly surprised by the standard of applicant—their planning was better in some cases than real-life customers seeking business loans. All the same, the interview with Flavell was a no-punches-pulled affair, with pupils who didn't convince on their loanworthiness being told to go back and re-draft their business plans. In fact, the loan application was as "real" as it could be except that the loans offered were unsecured by collateral.

Tony Flavell and the Co-op are happy to co-operate with the scheme, not just as a

community project for them, but also as Flavell puts it, "so that young people can see we're human. After all, in some cases we're talking about future clients and companies. They'll know me and what I represent." The Co-op made no cash payment to the school. It did, however, extend overdraft and chequing facilities to each individual company, advancing a maximum of £20, of which £5 had to be paid directly to the school as rent for premises.

The rest of the enterprise week was spent producing the goods. It was a time when pupils were left as far as possible on their own. Consultants from local industry and commerce were available, but teachers had to take a back seat. One teacher, frustrated by inaction, wanted to join in producing the toys, and even attempted to "sell" his labour, but was firmly rebuffed by potential employers.

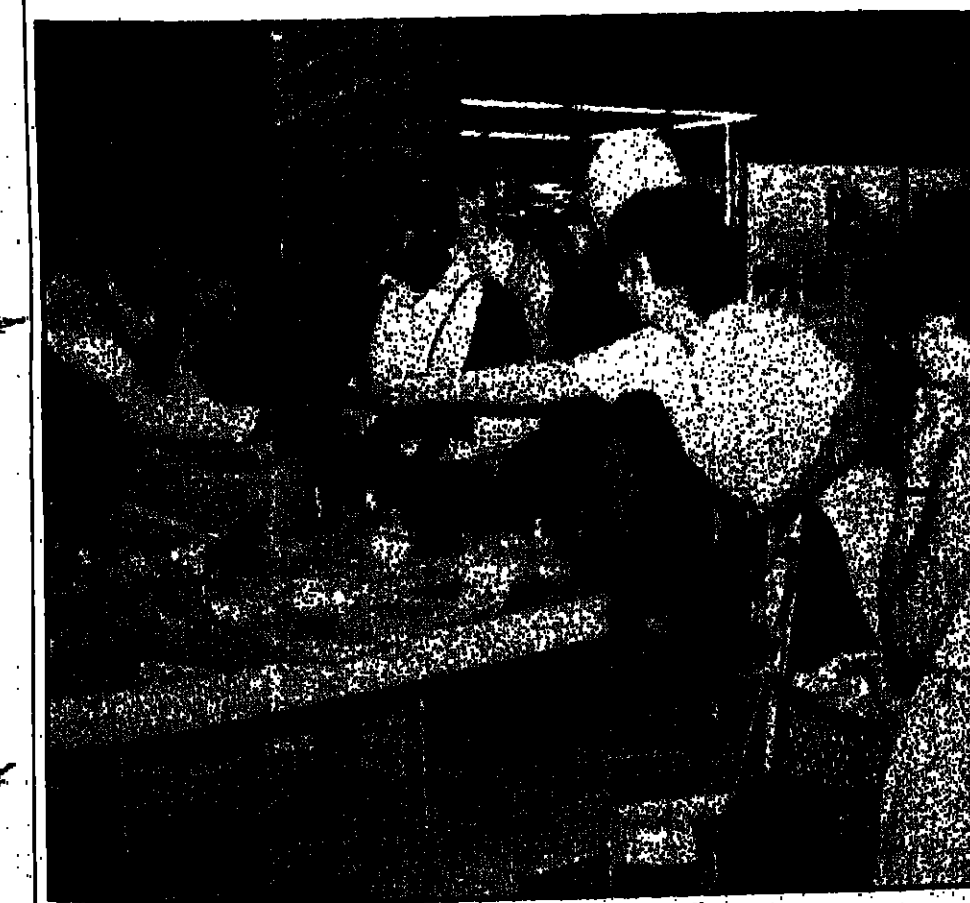
On the Friday and Saturday at the end of the week, Wood Green's Shopping City—a centre where the Gladesmore product would have to compete with professionally produced products—rang to the sound of Gladesmore advertising jingles especially recorded and produced by a Gladesmore advertising company. Together, the 10 companies made a profit of over £150. Some companies failed, most succeeded.

An evaluation session, with the pupils asked for individual and group responses, gave the Gladesmore staff and consultants more than enough positive response to encourage a second year's enterprise project. One pupil wrote, rather acutely: "I think this project was quite good because it makes us think about what to do after school when we're unemployed."

Most of the ex-businessmen and women I spoke to on a visit to Gladesmore reflected this view, although one criticism was that the project wasn't real enough. Aziz, for example, wondered if a bank manager would be convinced so easily "in real life" and Michael would advise: "Gladesmore's current fourth-years that 'it's a pretend world, and it's worth doing to prepare you for your fifth-year CDT course, not because it teaches you about the real world.'"

In its second year of operation, enterprise at Gladesmore began to broaden its base. More service industries—a newsletter, catering and advertising—were developed as more departments got interested and alongside that, the idea of "community enterprise"—with the performance of a play and a demonstration to pensioners about low cost nutritional cookery, where example dishes and recipe books were on sale. These community enterprises were subsidized from existing profits but all the companies still had to justify themselves financially.

Helen Marmot, Gladesmore's headteacher, sings the praises of the project, as a way of encouraging self-reliance, increasing pupils' self-esteem, teaching through an interesting process and developing links with the local community. She does, however, point out that the scheme depends on the goodwill of teachers, particularly at the planning stage. "If this was starting now it could never have got off the ground because of the current industrial action. The planning stage was the hardest and we've got past this. Without teachers really wanting to get involved it wouldn't be worth starting."



Selling the finished product at Wood Green's Shopping City

FEATURES

Marks out of ten for the teacher

Keith Selkirk reports the findings of his "consumers' survey" of PGCE students' teaching practice performances.



"A right prat!" was the verdict of one pupil when asked to comment on a student teacher's performance. But I was relieved to find it was not typical of the impressions made by 21 PGCE students on the 508 third and fourth-formers who filled in my questionnaire.

Other personal criticisms did, of course, appear, but so did "... I like you really, come back and visit us soon" from a girl who admitted to being one of the worst behaved in the class.

Appearance interested a few: "He always dressed well", "His nose was on the big side", "Her eyeliner was the only thing that kept her eyes from popping out when she shouted at you!" Smell, or lack of it, also received several comments, which should be a warning for smokers.

Two boys (but no girls) made comments which might indicate teenage crushes: "It was a great thrill to be around her and I would like to know her better" and "I was secretly and madly (sic) in love with her."

Accents were the subject of comment; of a student with a London accent it was said: "I wish he wouldn't speak with his funny accent". Two students from ethnic minorities were both criticized for their English, even though they both have a good command of the language.

Another irritant was nervous habits. "I wish he would stop throwing his chalk up in the air and miss it!", and of another student, "He did shake his chalk a lot in his left hand while explaining, it was distracting".

Pupils, like students, were deeply concerned with classroom control. Many students were advised to be stricter with their classes; sometimes they were praised for getting the balance right. Hardly any were regarded as too strict. Some pupils mentioned "feeble threats" or stated: "He should have carried out more punishments".

Worse still were comments such as "Didn't carry out the threats on people she had threatened", which were quite common.

Fellow pupils were sometimes blamed—"The boys behind messed around". Other pupils were supportive, "She bore a lot of pressure from the class", and poise in difficult circumstances was admired, "He was often embarrassed by some people in our class and he handled it well".

Cheerfulness and a sense of humour were highly prized by pupils: "He had a good sense of humour", "He couldn't take a joke", "He didn't mind us having a little joke at the beginning of the lesson as long as we got down to work afterwards", and, delightfully, "Helped me to start my morning in a good frame of mind".

Fairness was also of great concern. "She always chose the same people to read" was a frequent comment by the girls (though not the boys) of one class; and of another student, more happily, "He would walk round the class and share out his individual attention equally".

More ambiguous was: "He always asked questions to the people who were having the most trouble with the subject". Two pupils in one group felt they had been the victims of a miscarriage of justice and explained the circumstances at great length. Clearly they will harbour resentment for many a day.

Sex bias was noted in one other case; "She gave more attention to the girls," said one boy. In the light of recent research, perhaps the student concerned was simply spreading out her attention equally.

Friendliness was another virtue which was frequently mentioned: "He doesn't shout at us", "He was always patient and kind", "More like a friend than a teacher". "Friendly and kind to each one of us". Conversely, there were remarks such

as: "He was a bit too soft. He tried to be friends with everyone. Unsuccessfully." and "He treated us as if we were in the nursery". Encouragement was sometimes lacking, "Marking is low. Higher marks may encourage pupils".

The importance of the teacher establishing an individual relationship with each pupil came out again and again, though usually obliquely. Individual help was particularly valued: "He always came to help us when asked", "If any form of work was found to be causing difficulties help was on hand to put mistakes right", "He was always there when you needed him".

Other comments were: "She remembered our names very quickly and she showed a lot of interest in our activities out of school", "She used to say hello when we passed her". On the other hand how depressing the remark of one girl: "She never spoke to me individually".

Content was sometimes boring, and efforts to make it varied or interesting were appreciated. Indications of activities which were seen as novel were: "She used worksheets and cut them up and told us to put them in the right order. I thought this was good as it got me to understand what the story was about" (from a language lesson) and "He let us play games about the work we were doing" (from a mathematics lesson).

On the other hand, "If she made a change from time to time just a bit she would be a great teacher", "I think he only knew three types of animal. These are cows, sheep and pigs, he used these in algebra", and in science, "I was getting tired of those light bulbs".

Careful preparation of lessons must have produced the remark: "He knew what he would do in every lesson". On the other hand, a comment on practical science was: "She knew what to do but not always exactly how she was going to do it".

Explanations were the most frequent classroom skill mentioned, a typical adverse criticism was "... spoke too fast and complicated quite simple work". Pace was also criticized as too fast by a number of pupils and one or two pupils in language lessons commented on a lack of discussion. Blackboard writing sometimes needed attention. "It would be better... if his writing on the board was clearer".

Some were against student teachers as a whole: "We have to suffer by getting bad marks", "I dislike all student teachers, they never teach properly I can never understand them... (he) was the same, a big dick".

On the other hand, "She is better than the teacher we have got permanently", "He is better than a certain... teacher I could mention" and "The best student teacher we ever had" also appeared, the last two remarks were about students who were quite heavily criticized by other pupils.

One pupil is clearly set for a career in teacher training. "I find it interesting to see how the students cope with the first lesson—when people are testing the ground and we are cheeky to the student. Some handle it very well and have a laugh—but some panic and start shouting and throwing detentions around".

I found the exercise a valuable reminder for me of the importance of personal relationships in the classroom. Pupils are not usually in a position to criticize the quality of the content of the curriculum, and this must be borne in mind in using pupils' assessments of student teachers. Unless the classroom relationship is right, however, the most carefully planned lesson will not be successful.

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An Introduction
Second Edition
IVOR MORRISH
1978 Paperback £7.50

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Allen & Unwin (Publishers) Ltd., P.O. Box 18, Park
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BOOKS IN CLASS

Facing facts

Look It Up (second edition). Macmillan. Sixteen volumes: £4.95 each. £59.95 the set. New Junior Encyclopedia. Hamlyn £7.95.

Look It Up is intended as a first encyclopedia for children in the six-to-nine age group. There are 15 volumes and an index. The volumes are topic-based rather than alphabetical, covering such subjects as "You and Your Body", "The Sea", "The Earth", "Land Travel", "Outer Space". The "Index" volume includes instructions on how to use the index and a quiz intended to reinforce the required skills. Each individual volume also has a short index, and each volume, including the main index, is the same length at 64 pages. Every page is illustrated in colour with photographs, diagrams and drawings.

This is a very attractive production, which will undoubtedly stimulate the interest of young readers. Given that any book of facts for this age group must be selective, the particular selection offered here is at least as good as any other and provides a wide range of background information for just about every topic likely to come up in the infant or junior classroom. Taking a couple of volumes at random: "Ships and Boats" has sections on small boats, rivers and canals, sailing ships, steamships, cargo ships, passenger ships, modern warships and unusual ships. Between them, the various double-page spreads cover a startlingly varied amount of material. The reader is told about biremes, about spinners, about bulk cargo carriers, hydrofoils, paravanes, dredgers, navvies,

schooners, tankers, ferries, aircraft carriers... The illustrations are well chosen and generally clear, though this topic suffers more than do some of the others from the need to show huge objects at very small scale. Thus on page 53 we see a US Navy nuclear aircraft carrier about 18 centimetres long.

Another volume, "What People Do", makes a bold attempt to encapsulate the whole business of careers, jobs and services. The sections are Working in Shops, Working on the Land, Working at Sea, Building and Construction, Factories and Offices, and Services. A typical double-page spread is "Working in an office" which has a big bird's-eye view of a modern open plan office well served with photocopyers and electric typewriters. (Though there are no wordprocessors, and the telephone switchboard is long overdue for replacement.) In a closed office, off to one side, sits a lady called "The boss". Of all the people in the picture, only her function is unclear.

Versatility is all, I suppose. The inclusion in the index volume of what is, in effect, teaching material for library skills, is a progressive step which will be welcomed by teachers and librarians. To begin with there is a double-page of text and cartoon illustrations showing, in six steps, how to look up a topic. There is also a box of text making the all-important point that because a lion is a kind of cat, you would do well to look under "Cat" as well as under "Lion" - and a look at "Animals" would be useful too. There are then 13 pages devoted to an 87-question quiz, the answers to which are to be found by research within the various volumes. The index itself is



some 45 pages long, very clearly set out and very comprehensive. This on volume, in fact, is a very important factor in the value of this encyclopedia as a resource for the junior school. All in all this is a flexible, attractive, carefully produced and pedagogically sensible piece of work which seems likely to be in constant enough use to allay the concern of the head or PTA treasurer who has laid out the £60 which it currently costs. Macmillan say, incidentally, that it is going up £10 at the end of this year.

The size - and price - of **Look It Up** tend to reinforce the notion that to produce a comprehensive reference book for the seven to eleven age group within one volume of 250 pages may be an impossible task. At any rate I am not sure that Hamlyn have quite brought it off. The problem is obvious enough - the bold attempt to cover everything means that many entries end just as they are getting started. I read a double-page on computers, for instance, felt it to be an adequate introduction and turned over for more only to find that the next page was on a new topic. What I had read was all I was going to get.

This, too, is a topic-based work. The main headings are "The Universe and the world we live in", "Plants and

Animals", "How We Live", "Transport and Communications", and "Arts and Entertainment". The volume is rounded off with a full index of about 1,500 items.

You could argue, of course, that such a book is bound to be highly selective, and that the intention is to introduce and stimulate rather than to answer all the questions. I go some way with that, but I would be more sympathetic were it not for the fact that some topics are curtailed or omitted altogether while space is taken up with the kind of banal chatter of which so many junior information books are guilty. Thus, "Theatre" starts with, "The theatre is a world of make-believe. People go to the theatre to watch actors and actresses performing plays as though they were real life."

And in "Literature", the entry "Non-fiction" opens with, "There are many types of non-fiction. An O level essay would get a red crossing out for that. A bit of thought about what is, in the end, a matter of tone and attitude, would have produced a lot more space for other entries. Thus the entry on "Music" deals with Pop in seven lines and there is nary a word about electronic music or synthesizers. And although the jacket blurbs says, "In this age of computers and videos..." you will look in vain for any mention of video in the text or indeed for any mention of sound recording either.

Still, the price of this work is a powerful plus. At £7.95 the school librarian can afford to buy it anyway, and look at other ways of supplementing it.

Gerald Haigh

What shall I be?

People: Computer Manager, Dentist, Dairy Farmer, Model, Vet Franklin Watts £4.95 each. **Behind The Scenes: McDonald's, Fishing Fleet** Franklin Watts £3.95 each. **Cherrystones: The Ambulancewoman, The Car Mechanic, The Fisherman, The Helicopter Pilot, The Chef** Hamish Hamilton £3.95 each. **999: The Mountain Rescue Service, The Sea Rescue Services, The Police Service, The Fire Brigade, The Ambulance Service** Wayland £3.95 each. **Beans: Lorry Driver** Black £3.95. **Things People Do** By Anne Crowl and Stephen Cartwright Usborne £3.95. 0 86020 864 8.

There is now a good range of books introducing junior school pupils to the working lives of people in almost any and any occupation. The **People** series from Franklin Watts is an Australian import, typeset in Somerset and printed in Belgium. All the people featured work in Australia and New Zealand. This does not detract from the essential value of the series (although the section on duty-free goods in the *Air Hostess* title has New Zealand prices) which is a simple and short text based around colourful and well-planned artwork. All the books adopt a uniform format - seven sections explaining each job followed by a short historical survey, background information, a glossary of terms and a simple index. The series could make a useful addition to a library and could provide the basis for enquiry work, information retrieval and early book skills.

Behind *The Scenes*, another import from Franklin Watts, has a similar style to the **People** series, but looks at places of work and the variety of jobs involved. *Behind The Scenes at McDonald's* looks not only at the service counter but at the cooking of the food, the making of drinks, deliveries and cleaning up, as well as at the staff. The *Cherrystones* series has five new titles which explain very simply and directly what parts of a job involve. Instead, they take the reader through the working day of, for example, *The Ambulancewoman*, *The Car Mechanic* and *The Helicopter Pilot*. This is an attractive series which might be helpful for first index work as the index only contains a few key words, listed in alphabetical order. The series also attempts to move away from facts and stereotypes. So, for instance, *The Ambulancewoman* actually drives the ambulance instead of her male colleague.

The next series is based on the emergency services and what happens when we dial 999. Each book begins with the history of the particular service involved, followed by several sections describing the organization and role of the service, and finishing with a section looking to the future. All the books have a glossary, further information and books to read pages and an index. This lively series contains much more information and would be better used with top junior pupils.

The *Beans* series has a new title, *Lorry Driver*, which involves a 12-year-old boy and his long-distance lorry driver father. Finally, Usborne has produced a lively book that would go well in a school library. *Things People Do* takes the imaginary island of Hamilla and introduces all the people on the island and what they do. Although rather old-fashioned in style, the cartoon format supports a simple text which will appeal to children and least because of the use of names such as Penny Sill in the doctor, Bert, a lorry driver and Fanny, the garage storekeeper, can't be taken as a picture of stereotypes. With it the picture of everyday life in a simple village in India.

Richard Evans

Computer club



Robots By David Harrison and Steve Wallace. Macdonald Computer Club series £5.95. 0 356 11023 0. **Computer Animation - Haunted House** By Marcus Milion. Franklin Watts Write your own program series £5.25. 0 86313 302 9. **Numbers and Games** By Kate Petty et al. Franklin Watts Micro Fun series £4.50 each. 0 86313 303 7 and 0 86313 306 1.

Writers on computers and computing often lack any sense of audience. Early books moved from how to plug in the machine, on page one, to bytes, baud-rate and Boolean variables on page two. Things are changing, but knowledge of who exactly will be using the books still seems to elude most author teams. This criticism can certainly not be levelled at the team who produced *Robots*. Primarily designed for school computer clubs, the book is attractively produced and well illustrated, and the text clear and simple enough for juniors. However, the interesting and informative contents make the book suitable for secondary or Adult Basic Education use as well. Programs illustrating important points are included on colour-coded pages for typing into the BBC B by computerholic pupils or students. The hard-pressed primary teacher will soon be able to circumnavigate this tedious business, as sets of discs containing the programs for the Computer Club series will be available for BBC B, Spectrum or RML 480 Z machines. *Robots* is certainly worthy of shelf space in the school library.

Another book worth buying for school is *Computer Animation - Haunted House*. However, the shelf space provided should be in the staff room rather than the school library, and this fact nicely illustrates an earlier point of lack of sense of audience. The book takes a 200-line animation program, for BBC B or Spectrum, and breaks it down into clearly explained steps. The user's confidence and skill in BASIC animation is built up logically and naturally as the book proceeds, and any teacher who has a reasonable knowledge of BASIC (of the kind gained, say, on a 15-hour course) should find the book very useful, as should secondary school pupils in a similar position or occasional 10-year-old whizz-kid. However, the content of the book is not suitable for beginners, and anybody who needs to be told on page 28 how to save or test part of a program will simply not have understood most of the preceding 27 pages. That having been said, the book is still one of the best introductions to computer animation I have seen so far.

Micro Fun is a series of four type-in program books aimed at children of six and over. The two volumes produced so far, *Numbers* and *Games*, are similar, and sometimes congruent, in content and approach. They are well designed and illustrated, and the nine ten programs increase in complexity as the books progress. However, the increasing difficulty is not structured in any recognizable way, and the instructions are not explained, so they are of doubtful value to the budding programmer. Moreover, some of the programs themselves are of little use. Who needs a computer to play "noughts and crosses" or "paper, scissors, rock", or to use as a simple calculator? Leaving aside the problem of readability (again lack of sense of audience) and the fact that, according to "Happy Birthdays", everybody was born on a Tuesday, there are enough educational problems associated with the books (eg, inculcating bad programming practice by using SHIT/BREAK simply to clear the screen) to make this review more than reluctant to spend £4.50 on any other books in the series.

Brian Espliner

BOOKS IN CLASS

Going to war

The Greek Hoplite. By Martin Windrow. Illustrated by Tony Smith. 086313 1549. **The Viking Warrior**. By Martin Windrow. Illustrated by Angus McBride. 086313 179 4. **The Medieval Knight**. By Martin Windrow. Illustrated by Richard Hook. 086313 180 8. Franklin Watts £5.25 each.

These three titles come from an eight-book series "The soldier through the ages". Hard-bound, A4 size with double-spread illustrations and text on each page and complete with a list of contents, glossary, time-chart and index, these books are good value and would be an excellent addition to a library catering for the 10 to 14-year age group.

Far from making an limited appeal to the juvenile militarist, Martin Windrow has succeeded in explaining the structure and ambitions of the societies which produced the different types of armies. By exploring the motivation behind warfare, he gives the reader a clear understanding of the soldier's place in each society and how this affected fighting methods. In *The Greek Hoplite* he discusses the political nature of the Greek city state and its concept of a citizen's duty to his city which produced the hoplite army. A

Pam Michell

How the other half lives

Families Around the World series: A Family in Iceland; A Family in the USSR; A Family in China; A Family in Thailand. By Peter Jacobson and Preben Kristensen. Wayland £4.25 each. **Children of Europe series: Majbritt Lives in Denmark; Alberto Lives in Spain; Caterina Lives in Portugal**. By Christa Stadler. Young Library £3.95 each. **We Live In... series: Indonesia**. By Chris Fardough; **East Germany**. By Tim Sherrman; **Philippines**. By Gilda Fernandez; **Poland**. By Ewa Donica and Tim Sherrman; **Netherlands**. By Preben Kristensen and Fiona Cameron. Wayland £5.50 each. **West Germany is my Country**. The European USSR. By B and C Moon. Wayland £4.95 each.

Schools have been forced to become highly selective in their choice of general-knowledge texts for the school or classroom library. None of these recent books is capable of use as a class text - or even as a small group text - partly because of their design and partly because of their cost. It seems we are in an era where such books need to fit in with a specific and predetermined course of curricular purpose. They, and others like them, are less likely to be bought simply on the off-chance that they might be read as part of the wider education of youngsters, important though that is.

Families Around the World consists of 15 volumes, of which these are recent samples. They are English-language editions of a series presumably published elsewhere either simul-

taneously or originally. The countries involved are the usual stuff of school topics and the books are aimed at the junior and middle years. Like most Wayland books they are superbly bound, the text is clearly printed on 32 pages and the photographs are in full colour. The approach is to use a real or fictitious visit by the authors to see a "typical" family in the chosen country. The basic statistics of the country are described, the town is briefly "toured" by one before descriptions of family life, leisure and meals are outlined.

The narrative is written in the present tense, which becomes rather tedious after a while, and the books contain the usual mixture of generalizations and platitudes deemed suitable for the young audience. Clear maps are included, quite rightly, to show the location of the country and town being visited. Each book contains a brief list of socio-economic facts, unfortunately using the abbreviation *km* for the area instead of *km²* and an almost totally useless glossary which is able to describe communism as "a system in which most, or all, property is owned by the state and shared by all citizens" - beat that for an over-simplification.

There is a small index which allows the reader to trace items of interest specific to the books, but of little use for guiding children to find more general information. A major omission is the lack of a guide to pronunciation of the often difficult names of people and places. Nevertheless, they are useful books if you like the style.

Children of Europe, consists of 11 44-page volumes for the junior age

range. They consist mainly of three-quarter-page black and white photographs with a small amount of text to complement each one. Each book is ostensibly "written" by a child, who describes local life, leisure, school and food. This probably explains why in a recipe in one of the books "grams" is written "grammes", the biscuits are baked at 170 degrees "centigrade" rather than "Celsius", and the map is a hand-drawn sketch. However, notwithstanding the lack of colour and the mistakes, the books do include some useful items of information and some "native" language for everyday items which would be of interest. As is usual with so many of these texts, there is a remarkable inconsistency in the level of comprehension expected of readers. Just one example is the lack of explanation of the term "repulsive" but the inclusion of details of a skipping game.

Each book concludes with a list of questions requiring very simple recall of facts, overlaid from a rather sophisticated set of instructions for getting further information from enclosures, other books, and an address for contacting penpals. Potentially, the overall style is useful - but, for me, rather too bland and inconsistent.

The *We Live In* series is an excellent set of 60-page books for the older end of the middle years. The list of titles looks set to include almost every country within the likely experience of school children. The approach used is to take some 20-odd people, each with a different occupation, and provide colour pictures and text supposedly of their personal descriptions of life and society. The books hang together ex-

tremely well and contain some perceptive insights into local peculiarities of life, particularly if more than one of the books is examined and comparisons can be made. Each volume contains clear maps of the country's location, a page of "facts" about population, education and so on, a glossary containing a mixed bag of terms, and a good index.

As with the other books reviewed, some guide to the pronunciation of names would have been useful, as would some extension of learning by carefully placed and worded questions. All in all, though, they are good value for money.

The *... Is My Country* series is clearly an "easy reading" version of the *We Live In* books. The structure is identical, but the full-colour photographs are much larger and the text correspondingly shorter and more concise. The editing-writing has been well done and the books would be useful for either younger pupils, or the less able peers of the readers of the *We Live In* series.

The basic problem for each of these series is one of encouraging their use at a level higher than mere coffee-table browsing in school lunch breaks. To do this requires teachers to be willing to design aspects of the curriculum around the books, or for the authors to be more curriculum minded. At these prices, leaving them around in the hope that someone might catch a little learning seems to be a rather expensive gesture at a time when we can little afford such extravagance.

Paul Harling

The Sikh World. By Daljit Singh and Angela Smith. Macdonald Religions of the World series. £5.95 0356 07525 7. **Sikh Festivals**. By Dr Sukhbir Singh Kapoor. Wayland Festivals series. £4.95 0 85078 573 1. **A Sikh Wedding**. By Olivia Bennett. Hamish Hamilton. £3.95 0 241 115728. **Hinduism**. By Patricia Bahree. Batsford Dictionaries of World Religions series. £6.95 0 7134 3654 9. **Hindu Festivals**. By Swasti Mitter. Wayland Festivals series. £4.95 0 85078 571 5. **My Village in India**. . . Gopal and the Temple's Secret. Translated and selected by Bridget Daly. Macdonald. My Village series. £4.95 0 356 11154 7.

Whether RE is taught in schools or not, books such as these are important for all pupils in all schools. Children need to develop a knowledge and understanding of the broad cultural and religious spiritual heritage of our society, now an irretrievably mixed and pluralist one.

These books should stimulate interest in two of the major faiths now practised in Britain. Three of them deal with Sikhism and three are an excellent source of information about the Hindu faith. All six encourage a spirit of enquiry, compassion, understanding and respect for the Sikh and the Hindu faiths. Religion is not an isolated thing; it is part of people's way of life.

The Sikh World by Daljit Singh and Angela Smith emphasizes how the Sikh faith is at the centre of every aspect of day-to-day living. It is a pity that the first chapter on "Who are the Sikhs?" depicts an American woman convert on the very first page. The photographs are beautiful but could prove somewhat confusing to children because there is a mix of pictures taken in the Punjab and those taken in Britain.

The book explains how Sikhism began, its basic beliefs, the Gurdwara and the Guru Granth Sahib, its attitude to marriage and the upbringing of children; it covers the Sikh festivals and gives a very interesting account of the Sikhs in the Punjab and in the world at large. A glossary of useful Punjabi words, an added point of interest, particularly for teachers who will find the advice on "Visiting a Gurdwara" indispensable. A British Sikh and an English writer have combined to make this book from



"Cooking chapatti in the langar of a gurdwara." From the new edition of W Owen Cole's *A Sikh Family in Britain*. Religious and Moral Education Press £2.35.

A way of life

the Religions of the World series authentic, stimulating and most enjoyable for upper junior and lower secondary age groups.

Sikh Festivals by Dr Sukhbir Singh Kapoor is a well-structured, beautifully illustrated book which should be on the bookshelves of all primary schools. The writer is a Sikh himself and he has described with clarity and authenticity the reasons for the celebrations of Sikh festivals as well as the manner in which these festivals are celebrated, not only in the Punjab but in Britain and other countries where Sikhs have settled. The writer has combined facts with a devotion that is manifest throughout the book. The calendar of festivals at

the end of the book lists the Indian equivalent of English months and the names of the 10 Gurus with dates can be seen at a glance. A glossary explains unfamiliar terms and there is a list for further reading. This is a book which Sikh children will be proud of and will cause others to respect Sikhs for their commitment, beliefs and practices, many of which are misunderstood in Britain.

The attractive colour picture on the front cover of *A Sikh Wedding* by Olivia Bennett introduces a book in which the author has managed to explain the wedding as well as the joy of an Indian wedding. The book is well

able as a "talk about" subject in the infant classroom and as a general interest/RE topic book in the junior classroom or library. Some of the indoor scenes are rather dark and the custom of decorating the bride's hands with henna could have been made more acceptable with an accompanying picture of the hands after the henna paste has been removed and the beautiful pattern revealed. This is a lively account of a Sikh wedding, revealing many interesting customs.

Hinduism does not represent the spiritual experience of any one great individual, but an enlightened culture which is extremely complex. It is "an art of living, not a rigid form of thought". For those who do not have the time to make a deep study of this fascinating religion Patricia Bahree's *Hinduism* is most welcome, particularly for students taking RE examinations at CSE and O level. There are over a hundred topics ranging from "Agni" to "Yoga" arranged in alphabetical order for quick and easy reference. Each entry is comprehensive but concise and most are accompanied by contemporary black and white photographs as well as traditional paintings. The entries not only describe the visible features of Hinduism, they go deeper, evoking sympathetic appreciation of the meanings and values enshrined within the system.

Hindu Festivals by Swasti Mitter is another beautifully-illustrated book in the Festivals series. The origins of Hinduism, religious festivals as well as family festivals and folk festivals are described with authenticity and clarity. The book is suitable for children aged 8 to 12 years.

The author of *My Village in India* . . . Gopal and the Temple's Secret has attempted to bring to life some of India's old traditions in a tale about a little boy and girl who are very fond of each other and whose separation leads to many adventures, finally ending in a happy reunion foretold by a mysterious sadhu. The author sees various traditional events and situations . . . but Gopal, the little hero, would see them differently. Sadhus (holy men) for instance, are a common sight in India and their austere appearance would not frighten young children.

Adults as well as children will be fascinated with this beautiful book in the My Village series. The excellent photographs provide interesting material for classroom discussion and the story brings to life the everyday events in a simple village in India.

Richard Evans

Pongs and pickings

Warts and All: a book of body-talk. By Ted Greenwood and Shane Fennesy. Hutchinson £4.95 0 09 1488214.

"George, what did I tell you not to do?" Joyce Greenfell's pained reproach in the outburst comes ironically to mind as these boldly unquiescent authors, one of whom is a family doctor, tackle the physical habits, experiences and preoccupations of imaginary children in the prepubescent years. Each twelfth kid finds a wise, genial mentor. Youthful confessions ("I like pus") are followed by mature explanation, advice and reassurance. In this way, 31 body-related topics encompass the varied

topics listed in the index: from asthma and athlete's foot, bacteria and bed-wetting, colds and convulsions, through nail-biting and nose-picking, to vomiting, vulva and withdrawal symptoms. These last refer to smoking, the only addiction mentioned here. Alcohol, drugs, solvents are given a miss; pongs (from feet and fart) feature more prominently than diet, and the cartoon illustrations are simply for laughs. No diagrams are included.

The writers' avowed intention is to stimulate discussion of health and hygiene, at home and in school. British youngsters will probably not be put off by the spelling of *Warts and All* but the book's title is a little steep.

Martin Glastonbury



"Pigs can identify food buried underground by using their sense of smell." From *Taste and Smell* by John Allen. One of the latest titles in Macdonald's *My First Library* series.

BOOKS

Chinese whispers

Reporting from the staffroom battlefield in Scotland, Angela Wapson issues a warning to her English colleagues: the biggest problem of GCSE lies not in its theoretical vagueness but in the ergonomics of its introduction

While teachers in England are gearing up for the start of GCSE in August 1986, the Scottish equivalent, Standard Grade, was launched 18 months ago. Scottish teachers are already approaching the end of the first Standard Grade courses in English, maths and science. Prelim - or mock - exams should take place at Christmas and final examinations next April.

Six years ago twenty schools were working on pilot schemes for English at Foundation Level, the lowest of three levels envisaged. Grade Criteria were being evolved, and considerable support was given to the English Departments in those schools. Local authorities ensured that extra time was made available and senior teachers were released on a regular basis for meetings or two-day conferences in comfortable hotels. Advice from the Inspectorate was a phone call away, and resources such as secretarial help and duplicating facilities were readily provided by the schools.

In 1981 the Syllabus and Assessment Guidelines for English at Foundation Level were published. Over the next three years first- and second-line pilot schools experimented with the new courses. On the basis of this experience curriculum developers and the Scottish Examination Board produced a final set of course guidelines covering everything from aims to assessment. These Standard Grade Arrangements for English at Foundation, General and Credit Levels were published in January 1984.

Here the first problem arose. The SGA were not received by the schools until March. But many Scottish schools start their new session at the beginning of June - on the basis that

16-plus examinations take place in April/May and candidates need two full years of preparation for them. So within the next few weeks English departments had to produce, internally, a year's syllabus covering the four modes of Reading, Writing, Talk and Listening, and examples of study units and assessment procedures, all for external moderation. For although these had been in preparation over the previous year, they could not be put into final shape until the Arrangements were published.

This was the first indication that the resources and planning deemed essential for the rather cosy prototype stage were being curtailed as the operation was scaled up to national level. Teachers in first- and second-line pilot schools had been working 40-50 hours a week. And the Inspectorate had stopped answering the phone. As the first Standard Grade course was set in motion, assessment procedures immediately became a problem. The Grade Criteria (numbered 1-7 in Scotland instead of A-G), though not as vague as those published for the GCSE, are still sometimes obscure. It is not helpful to read that the work for a Grade 2 in Writing "will be more substantial and confident than is required for Grade 3, but it will lack the qualities of insight, economy and style that characterise Grade 1".

Graded Exemplars, which have proved much more useful, were not issued for Writing until August 1984, for Reading until January 1985, and for Talk until May 1985, almost a year after the course had started. As yet there are no Graded Exemplars for Listening. The two modes of Talk and Listening are as new to the Scottish teachers as Oral Communication will

be to the English, and the help they have received so far with teaching strategies and course construction has been negligible.

Such inadequate documentation has been accompanied by an extraordinarily casual approach to in-service training. For the majority of schools the dissemination of information on Standard Grade has depended on senior teachers' voluntary attendance of courses, often in their own time. Those who have managed to attend have then transmitted their knowledge to their staff on a handful of in-service days and hoped for the best. As a system it is about as effective as a game of Chinese Whispers.

Right now, the only teachers who feel confident in their ability to implement both the principles and the practices of the course are those who took part in the pilot schemes. Not only have they learned how to construct a syllabus, write study units covering the four modes, internalize a new and complex assessment procedure: they have also learned what to fight for in the way of resources.

The whole question of resources has never been properly considered by the Scottish Examination Board. Any proposal for a new Scottish further education course would include, very early on, a document detailing the teacher time and extra materials required. The SEB has taken recent steps in this direction. For example, "English Departments" will strengthen their claims to additional staff within permitted limits, or simply to greater freedom from supervising classes for absent colleagues, if they are seen to be making efficient use of the non-contact time already available (SGA, 6.2.5.).

In effect, the time allocated for curriculum development varies wildly from school to school. One may have 1 1/2 hours a week; another 1 1/2 hours a month. Education cuts have reduced non-contact time to the minimum in many schools, yet the record-keeping for Standard Grade is more burdensome than for any previous course.

In addition to phasing in the new system - as if that were not enough - teachers have had to phase out O grade and CSE, in the knowledge that an Action Plan for 16-18 year olds is advancing towards implementation and a working party already proposing change for the 10-14 age group. Not only are they finding it difficult to cope at the moment; they know the pressures are about to increase.

But time is not the only resource lacking. If course material is to be produced internally - and there are few coursebooks on the market - then secretarial assistance and duplicating facilities are essential. Again the picture varies. One English department enjoys extra secretarial help, two Bannockburn and a binding machine; one shares general office staff whom education cuts have reduced with the rest of the school.

By coincidence the Educational Institute of Scotland initiated industrial action in August 1984, beginning with a ban on curriculum development. A huge number of teachers has not read the Graded Exemplars or developed units on Talk and Listening. Perhaps their enduring enthusiasm for the action is linked in some way to their dissatisfaction with the preparation and implementation of Standard Grade.

Take a stand

Understanding the Primary School. By David Hartley. Croom Helm £19.95. 0 7099 3742 3. Primary Education and Society. By Stuart Marriott. Falmer Press £6.95. 0

David Hartley is a lecturer in education at the University of Dundee. Between December 1978 and March 1981 he conducted an in-depth investigation into the educational ideology and practice of a deprived inner-city primary school in Scotland. For six months of that time he spent three days a week in and around the school. His research and subsequent findings form the basis of *Understanding the Primary School*.

Hartley says that many inner-city teachers see their problems as essentially pedagogical. He maintains that the source of their dilemmas often lies in the social and political structures of society which some administrators and teachers seem unable or unwilling to criticize. They should widen their analytical framework, he says, and see education in a more political light. Only if the limited chances of their pupils are improved by a positive political stance, can our "meritocratic" school system begin to earn its name.

"Rockfield School", where he bases his research, is for many children the only stable part of their lives. Following Plowden's guidelines, the headmaster's aim is to "create in the school an environment, both physical and mental to compensate for the state of deprivation which exists in the child's own home". His staff now have to decide whether to "stretch" the children, or just "keep them happy".

Some push hard to achieve educational success, others reconcile their more lax attitude with the belief that "the good ones will make it anyway". Hartley asks whether the children are being given a fair chance to succeed. He brings his sociological study into the classroom to underline the dangers of teachers having pre-set ideas and expectations which hinder social mobility. As such the book has far-reaching implications.

Stuart Marriott's *Primary Education and Society* is a rational yet impassioned plea to put primary education into a sociological perspective and to take it seriously. Marriott says that "the apparent obviousness of primary education is misleading". After 50 years of neglect, it is time to get away from "the tyranny of over-simplification". He interviews children and teachers in his analysis of competing ideologies, and examines two in particular. First is the "idealist", which aims at high attainment in skills and subject knowledge via formal instruction and examination. Second is the "progressive", concerned with the individuality of the individual, through child rather than subject-centred teaching.

The Plowden Report and its influence are reassessed, with comments from some of its critics including R S Peters. Marriott concludes that profound educational change theoretically instigated by Plowden is not as widespread as people made out. It is a case of "evolution - not revolution".

The content of the primary curriculum should be challenged, he says. For example, H M Inspectors point to the "deficiencies" in the teaching of sciences (DES 1978; SED, 1980; DENI, 1981) and assert the need for more and better teaching of the subject, "as if the reason such changes are too obvious to require discussion". But they are not, says Marriott. There may be good reasons why teachers in primary schools do not teach much science. "Why should it be taught at all (and not, say, economics)?" he asks.

This is a provocative book, written in a direct, lucid style, with children's observations providing occasional flashes of humour. Laurie Lee recalls his disillusionment on starting school, when, having been told to "sit here for the present", he didn't get a present at all. Stuart Marriott warns us that if we are teachers, just "sit here for the present", not only will there be no short-term reward but the crucial decisions affecting primary education will remain unchallenged. It is time, he says, to take a stand.

Understanding the Primary School by David Hartley, £19.95. *Primary Education and Society* by Stuart Marriott, £6.95.

Fragments

Jane Austen: *The Manuscript Chapters of Persuasion*. The Watsons. Foreword by Lord David Cecil, prefaces by Brian Southam. The Jane Austen Library, The Athlone Press, £10.50 and £10.95.

The Jane Austen Library, of which we have here volumes three and four, is not, strictly speaking, a new venture, but a reissue, by the Athlone Press, of texts edited in the Twenties by R W Chapman, and first published then by the Clarendon Press, Oxford. It includes the six major novels in order to concentrate on juvenilia and other fragments, which are said to be no longer readily available. The reissue is freshened up a little by a very brief foreword by a former Professor of English Literature in Oxford University, and short explanatory prefaces about the texts by the director of the Athlone Press.

This is hardly, then, a great publishing event. Further, I doubt whether many people will pore over the facsimile of the original state of the last two chapters of *Persuasion* to study the significance of Miss Austen's deletions and corrections, as the editors seem to hope. But it is interesting to see her handwriting (this fragment, surprisingly, is the only surviving manuscript remnant of any of her novels) and to note that as a first draft - if it is the first - it is relatively clean.

The difference between it and the published version of *Persuasion* does

not lie in verbal modifications, but in a complete change of conception. In the original text, Anne and Captain Wentworth are brought together again in the Crofts sitting-room through a clumsy, and possibly scheming, intervention on the part of Admiral Croft, a device which is realistic enough but could be thought to lack dramatic dignity. In the published text, it will be remembered, Wentworth, while writing at a table in the White Hart Inn, overhears Anne discussing male and female infidelity with Captain Harville, and improves there on then an impassioned letter, which he presses surreptitiously into her hand, thus providing her with the assurance she has been waiting for. In this way, their reconciliation is not an effect of pure chance or the result of a nudge from a third person, but a consequence of her sagacious remarks and his response to them, so that emotion and reason remain in balance, as Jane Austen usually prefers.

The Watsons is a tantalizing fragment of 17,000 words, that the novelist left unfinished in 1805, perhaps because of the upset caused by the death of her father. The central character, Emma Watson, is another of those spirited girls who look at the society around them and measure everything with a humorous and moral eye. Some scenes are as good as anything Jane Austen ever wrote, and arouse acute regret at the abortion of the story.

John Weightman

Elements of genius

Zola. By Philip Walker. Routledge and Kegan Paul £19.75. 0 7102 0518 X.

For a man who, apart from his sensational intervention in the Dreyfus Affair, led a fairly humdrum life, Zola has been surprisingly well served by his biographers. Philip Walker comes along after so many others, not to present any significant new discoveries but to offer his own, rather idiosyncratic but by no means implausible, view of the novelist as a man born into an age of metaphysical doubt who spent his whole life struggling to reconcile agnosticism with faith. Rather more than a third of the book is devoted to the years before Zola embarked on his major literary project, the Rougon-Macquart cycle of novels, and we are invited to see in certain juvenile stories and poetic projects luckily abandoned, which other critics have disregarded as unimportant fumbling, the key to the "inner hesitations, incoherences, and contradictions" visible in the mature work.

In addition, Walker has much to say of interest on Zola's adaptation of ancient myths, drawn from the Old Testament and from archaic Greek theogony, in certain of the great novels, in *L'Assommoir* for instance where "the tenement house is meta-

morphosed into a vision of hell, complete with hellmouth (the large gaping entrance), Oceanus (the dyemaker's stream), and the chorus of the damned (the moans and groans of the tenants)". Dante is clearly behind all this, but Dante, writing in an age of faith, had only certitudes to proffer; Zola, writing in an age of doubt, could reflect only "the intellectual and spiritual chaos of his time".

The book cannot be said to present a complete account of the development of Zola's ideas, since it misses out his social thought almost completely, has nothing to say, in the discussion of *Le Bête humaine*, about his devastating criticism of the French judicial system which was to be so strikingly confirmed a few years later in the miscarriage of justice to which Dreyfus fell victim, nor about his fluctuating views on the position of women in society, what it was and what it should be. Walker tends to ask questions to which he provides no answers, and he overworks the critic's job by insisting on the critic's duty to resolve the contradictions. But if the book fails to shine the torchlight of understanding into the darker recesses of Zola's mind, it does succeed in illuminating remarkably well the complementary play between the imaginative and realistic elements of his genius.

F W J Hemmings

North of Watford

The Repertory Movement - A History of Regional Theatre in Britain. By George Rowell and Anthony Jackson. Cambridge University Press £22.50. 0 521 23739 4. £7.95. 51919 6.

Horniman's tea money established the British repertory theatre movement in Dublin (1904) and Manchester (1908). Within a decade repertory companies were established in Glasgow, Liverpool, Birmingham and Bristol. These were in revolt against the domination of commercial London managements who, through extensive "provincial" tours, dictated theatrical taste. Founded by theatrical idealists, funded by private patronage, the repertory movement sought to make world drama available to ordinary people, to raise standards of public taste in the choice of plays and their presentation, to

playwrights. How these ideas fared, changed and developed between the wars; how the post-Second World War upsurge in demand for access to the arts led to nationally supported local theatre companies, and to a national network of regional theatres supplying the West End with more and more productions by transfer.

In which the repertory movement changed the theatrical face of Britain. Six representative companies are anatomized, and appendices include a chronology, sample repertory programmes, audience attendance figures and some funding statistics. Photographs of productions, stages, auditoria, theatre exteriors inform the text and there is an excellent index: on-going, informative, essential reading.

John James

BOOKS



This 1930 showcard is from Rule Britannia, Robert Ople's beautifully illustrated guide to 100 years of packaging and advertising ephemera from his unique collection (Viking £12.95).

Research techniques

Research Methods in Education. By L Cohen and L Manion. Croom Helm £9.95. 0 7099 3438 6. *Research as a Basis for Teaching: Readings from the work of Lawrence Stenhouse*. By J Rudduck and D Hopkins. Heinemann Educational £8.50. 0 435 80785 4. *A Teacher's Guide to Classroom Research*. By D Hopkins. Open University £4.95 0 335 15028 4.

What characterizes research handbooks of the 1980s compared with those of previous decades is the complete lack of emphasis on pencil and paper tests. Indeed the predominant thrust of 1980s research was on psychometric testing and the use of multivariate statistical analysis to elicit relationships between intelligence and academic achievement, or between personality and behaviour. Only one of these three books shows any real interest in that particular approach, but all offer plenty of other ideas for enquiring into teaching and learning.

The second edition of *Research Methods in Education* by Cohen and Manion is a most useful handbook. As was the case with their book *Perceptions on Classrooms and Schools* it is thorough, well exemplified, up to date and readable. By putting illustrative material from numerous research projects into clearly delineated boxes they allow readers not familiar with research to grasp what lies behind specialist terms or statistical analysis.

The chapter on case study, for example, is well supported by accounts from six projects which used this approach, including Wolcott's classic study of one American school principal and King's analysis of three British infant schools.

The authors cover most of the approaches favoured by researchers such as historical enquiry, surveys, interviews and so on, and do not confine themselves to any single ideology, so number-crunchers are catered for as are phenomenologists. Though the balance over all is about right, I would have welcomed a longer section on action research which, although it has been subjected to criticism for sloppy methodology and lack of rigour both here and in the United States, has nevertheless led to significant changes in practice in several cases. Furthermore teachers warm to it precisely because it offers an opportunity for direct influence on, and ultimately,

one hopes, improvement of teaching and learning.

The tragically early death of Lawrence Stenhouse robbed education of a man whose principal influence was on practice at classroom level, for more than most he alerted teachers to the importance of process and the classroom strategies they employed, not only through his imaginative direction of the *Humanities Curriculum Project* in the 1960s but via his voluminous and thought-provoking essays on such topics as the teacher-researcher. It was, inevitably, a pleasure to read *Research as a Basis for Teaching* which is a collection of Stenhouse's writings on the topic brought together by Jean Rudduck and David Hopkins, though some extracts are disappointingly short.

Several of the papers in this volume have already been published elsewhere, but others are lectures given on various occasions or extracts from the many mimeographed in-house papers which Stenhouse and his colleagues produced at the Centre for Applied Research in Education at East Anglia. Predictably, there is a considerable emphasis on research into curriculum and the case study approach is explored more profoundly than in many sources. Reading the whole set is like having an extended conversation with the author, a stimulating, provocative and worthwhile experience.

One of the co-authors of the Stenhouse collection, David Hopkins, has produced his own *Teacher's Guide to Classroom Research*. It is strongly influenced by Stenhouse and the East Anglia school. The range is not as wide as in Cohen and Manion's book but there are numerous concrete examples to illustrate such matters as classroom observation research. Unfortunately Open University Press seem to have printed it on war economy standard paper using a jumbo typewriter, so it is not as polished a product as one would like.

Educational research is experiencing hard times at present through lack of funding for large-scale projects and lack of time for teachers to do their own systematic enquiry. These three books make valuable if not original contributions to the craft, and I earnestly hope that one day the re-sourcing of enquiry into teaching and learning will begin to approach in scale that afforded to science and technology.

E C Wragg

PAPER BACKS

Like the first batch of four titles, the second release from The Women's Press Science Fiction imprint includes one original title. Despatches from the Frontiers of the Female Mind (£2.50) is an anthology of new stories, featuring a mixture of familiar and less well known names. While all are feminist, some are more so than others, occasionally to the point of allowing the didactic intention to weaken the fiction. If fantasy is also sometimes permitted to usurp science, the stories none the less underline the way in which women are increasingly using the genre to re-imagine social and sexual norms.

Joanna Russ's contribution is essentially an essay, but admirers of her excellent fiction can turn to the *Adventures of Alyx* (£1.95), in which she upturns the conventions of that most macho of sub-genres, sword and sorcery, by a simple reversal of gender in her protagonist (and a wry sense of humour). A complete run of her work would be welcome from this source.

Naomi Mitchison's 1962 novel *Memoirs of a Spacewoman* (£1.95) is reissued, while Suzanne Haden Elgin's *Native Tongue* (£2.50) receives its first UK edition; its ventriloquist language, *Isidore*, is already acquiring something of a cult status in radical feminist circles. The stylish jacket designs, themselves a departure in SF illustration, maintain the standard set in the initial release.

Kenny Mathleson

Heyday

Gerald Kaufman has spent more time in the front stalls than on the back benches. *My Life in the Silver Screen* (Faber £9.95) is the record of a long career of cinema-going, starting in the forlorn half-price seats at the Leeds Forum and ending with nostalgia for the vanished heyday of talking pictures. The shadow *Home Secretary's* thoughts on cinema and his judgements of individual films are fairly superficial and his taste is middle-of-the-road. He adores *Singing in the Rain*, hates Bergman and likes anything that makes him laugh. He admits that every film has a message, but emphasizes that cinema is also about "simply having a good time". Film fans and political pundits may enjoy these affectionate memoirs, but should not try to read too much into them.

Kaufman's book is tied in to a session at the National Film Theatre (11 British and American films chosen by him, showing from October 14 to November 2). Another "book of the NFT season" is Michael Chanan's *The Cuban Image* (BFI, £8.95 and £18), a comprehensive study of the background to the 18 programmes of films shown at the NFT in September and October. The book assesses the achievement of Cuban cinema in relation to the culture and politics of the country and the policies pursued since the Revolution by the state film institute, ICAIC.

Robin Buss

Selected Poems, by Laurie Lee (Penguin £1.95) were, according to Lee's accompanying note, written by a now almost unrecognizable being and about a time and feelings long gone; a period, however, "for which I still have close affection and kinship". Throughout, there is the knowledge that all time and feeling is transient and that change is inevitable. The original, imitative vision of Lee's prose is also present (albeit less developed) in his poetry and his characteristic energy presents itself through a wide range of subjects.

The Collected Poems of Stevie Smith, edited by James MacGibbon (Penguin £5.95), are arranged in the order in which they were first published in book form. Smith's accompanying drawings are, by now, a familiar sight alongside many of her poems, as diverse in expression as the poems in mood. Dramatic, flamboyant, sad, humorous, ironic - they provide both a less developed and a commentary upon, their verse counterparts.

E C Wragg

Dispersing the fog of dogma

Son of the Revolution. By Liang Heng and Judith Shapiro. Fontana/Collins £2.95. 0 00 636750 X. Broken Earth. The Rural Chinese. By S W Mosher. Robert Hale £14.25. 0 7090 1789 8. Myths & Legends of China. By E T C Werner. Sinclair Browne Ltd £4.95. 0 86300 035 5.

China has, since the late 17th century at least, been the object of much ill-informed, uncritical admiration in the west; but perhaps never more than during the postwar decades. With little, if any, knowledge of actual conditions, or of what was happening there, fictions of the extreme left, disillusioned about Russia, socialised China and the "red" socialist society, and Mao Ze-Dong into an almost Platonic philosophy of the "cultural revolution" especially was hailed as the triumph of puritan, selfless socialism rooting out traditional corruption.

Liang Heng's and Mosher's testimonies, records of personal experience, give a picture, undistorted by ideology, of life in China, provincial and rural, as it is lived by the Chinese themselves. They are a most needed and welcome means of dispelling the impenetrable fog of dogma and nonsense produced by so-called "revolutionaries", whose most inclusive trait is utter disregard of the generality of people, and of the truth of circumstances relating to them.

Son of the Revolution is a vivid description of life, particularly during and after the appalling decade of the "cultural revolution", that gross misnomer for the brutal power struggle between the aging Mao and his clique, and their opponents. We are given a glimpse of the uncountable sufferings, humiliations and miseries inflicted and endured. "After three long years the work, for example, of his mother, who had worked in an office until denounced as a Rightist... she could carry more than a hundred pounds of rocks on her back with ease... It needs little imagination to picture the cost of such a 'development'.



"It is better to have one child only" - part of China's huge single-child campaign. This illustration is from Young Children in China, the result of a visit made by a Swedish study group in 1982. Rita Liljestrom, Eva Norén-Björn, Gertrud Schyl-Björman, Birgit Öhman, Lars E. Gustafsson and Örvir Löfgren each summarize their impressions of welfare, education and the cultural tradition in the Chinese nursery school, and the differences in the conditions of life between city and village children. Multilingual Matters, £19.00. 0 90528 30 9. £8.50. 29.5.

ment" in physical and mental hardship, and anguish, to which must be added that of the incessant demand for "self-criticism", a form of degradation made infinitely worse by having to appear to be voluntary and justified. One reads the account with horrified wonderment and pity. *Broken Earth* records a year spent in a Chinese village by a man fluent in

qualities between the rulers and the ruled.

Despite all the measures taken at various times and in various places to destroy family ties, the many people Mosher spoke with agreed that what is possible depends on having relations in the right places, or knowing people who have them; and on having the necessary means of greasing the palms that continually become dry with miraculous rapidity. Bribery and connections are all-powerful; so much so, that Mosher wonders whether they may defeat the recent attempts at modernisation which require that China's rigid, almost caste, post-revolutionary structure (the one productive of privilege and corruption which the privileged and corrupt have a vested interest in keeping unaltered) be now to some degree broken down.

Just as the excesses of the "cultural revolution" have, according to Liang Heng, helped to destroy socialist ideology for the generation that grew up during that time, so the corruption and nepotism, the stupidity and incompetence, of the regime appear, from what Mosher describes, to have done the same for the bulk of the peasantry who endure with cynical humour what for the present they are powerless to prevent.

These works are required reading for anyone interested in China as it really is.

Werner's study, now reprinted, is of mainly historical interest. The sociological approach seems somewhat crude, with over-facile generalizations about the "Chinese mind" that betray a patronising attitude that takes alleged "shortcomings" (by western standards) for granted, instead of accounting for differences owing to historical developments. None the less, the work makes pleasant reading, though in moments rather than at one gulp. There are beautiful illustrations to add to the charm. How much of what is described has survived the onslaught of "socialist" "enlightenment" (cannot say, it is, however, probable, that something does remain).

Young Children in China by Rita Liljestrom, £19.00. *Broken Earth* by S W Mosher, £14.25.

Pierre Watter

ARTS

Television

Gold, silver, iron

"There are three different kinds of school course and you'll go to whichever suits you best": the Forties cartoon film on the Butler Education Act, quoted in one of the best of Now the War is Over (BBC2, November 8), was explaining the Platonic division of British youth into gold (grammar), silver (technical, though it proved to be a thin vein) and iron (secondary modern). "They were all going to be equal but different, and it didn't work", was one conclusion, though there were some surprising tributes to the "commonsense" education of the secondary moderns from ex-pupils - a reminder that the perceptions of educationists and those of their victims on what constitute life skills are seldom the same.

One result of the Act was the acceptance by the public schools of a few boys whose fees were paid by the local authorities. Roy Boulting's *The Guinea Pig*, made in 1948 and shown on Channel 4 on October 31, said more about the social attitudes of the period than any Min of Ed propaganda. It was a case of fiction acquiring the value of historical document and the following week provided further opportunities to study the overlapping of drama and documentary.

On November 4, 5 and 6, ITV's *Operation Julie* relied on our fascination with the slow accumulation of the evidence and awareness that this was based on a real drug-busting operation, to hold the viewer's attention for three successive nights. It was shown entirely from the point of view of the police, trailing the suspects through streets and airports, or holed up for long hours in draughty hideouts, or beavering away in the operations room, and there were confusing changes of location. But it all came together by the end and the programme's identification with the forces of law and order was diluted by the conflict between Detective Inspector Lee (Colin Blakely) and his superiors. Throwing abuse in most directions, but especially upwards, this authoritarian had the appeal of an anti-authority figure.

Bergerac (BBC1, November 8), on his crime-infested island, has always been something of a rebel. The formula was revitalized this week by the return of Liza Goddard as a jewel thief with her heart in the right place, wherever her hands might be. This week she and Bergerac combined to defeat a gang leader, menacingly played by Elizabeth Spriggs. Good fun, but

more to do with Raffles or Dornford Yates than with contemporary police procedure.

All the elements look like coming together in *Edge of Darkness* (BBC2, from November 4), an atmospheric serial with excellent music by Eric Clapton and Michael Camen. Working alone, a police officer investigates the mystery of his daughter's murder, against a semi-documentary background of nuclear power and protest, with a real-life politician, Michael Meacher, making an authentic guest appearance as himself.

Fact can be made to serve fiction, and vice versa. After *Tender is the Night*, *The Other Side of Paradise* (BBC2, November 5) followed Scott and Zeldia Fitzgerald's example in confusing life and art. *Black Silk* (BBC2 from November 7) has clear designs on our stereotypes, but the first episode made ungainly shifts from straight drama to caricature. The central character of the black lawyer played by Rudolph Walker is complex and interesting, but at least one of the smaller parts could have been taken for the kind of offensive stereotype the series seems designed to combat.

Robin Buss

God rest ye

Lynne Truss welcomes a new BBC adaptation

Silas Marner at the London Film Festival. NFF1 tomorrow, 11am; also Monday, 2.30pm.

When so much British film-making talent is invested in the small screen it is not unfitting that the London Film Festival turns increasingly to television productions for its British entries. Tomorrow sees the premiere screening of *Silas Marner* - a film that hardly breaks new ground in the telling of a classic tale, but that epitomizes the strengths that the genre has now established.

It is the sign of a successful project that it makes you wonder why it hasn't been done before. *Silas Marner*, which incidentally is an O level set text, seems to lend itself perfectly to the 90-minute treatment. Crucially, its story is short enough to be comfortably told in the time; but also, as a country story which relies to an extent on mood and atmosphere, it gives opportunities for the best of television's talents in landscape photography and evocative

music, from - you guessed it - Nat Crosby and Carl Davis.

The central character also provides an excellent role for Ben Kingsley, who for once hits exactly the right level of simplicity and intensity. He portrays Marner as a man of firm feelings and blunt words working his own way with grim strength. What is left out of the performance is Marner's well-known blindness (and one can see how difficult that might be to include); also his avarice is conveyed badly, by resorting to the old trick of showering coins about.

All the actors are similarly well cast. Freddie Jones is the florid bumpkin-squire; Patrick Ryecart the cold-hearted Godfrey Cass; and Jenny Agutter his sad barren wife Nancy (though she is less well suited to the youthful courting scenes). Jim Broadbent provides some superb light relief as a credulous yokel; his buttoned-up face topped off with a wavy-tufted hat, he looks more like a flowerpot man than ever. George Eliot's final present to the film-maker is a scene in which a little boy pipes out "God rest ye merry gentlemen". Surely a guarantee of a Christmas showing.



Ben Kingsley as Silas Marner and Elizabeth Hoyle as Eppie

Jolly good play

Chairperson Northampton Royal Theatre in Education

When Northamptonshire teachers returned from their summer break they learned that the county's first theatre in education team was starting its first season with a play for 9 to 12-year-olds called *Chairperson*. Within 10 days, the play was a sell-out, proving that there's an enormous appetite for TIE among teachers, even in areas where there isn't that much direct experience of it.

The new company's future depends on the success of an initial six month pilot scheme, funded with help from the Arts Council's decentralizing *Glory of the Garden* plan as well as local authority and private finance. Six months is a short time in TIE, and Jenny Cann, the Royal's first director, is more or less certain what she wants to do in the time. As well as establishing contact with a huge clientele (Northampton has over 300 schools), her first object is "to get jolly good plays going into schools".

Chairperson is a jolly good play. It tells the story of Dudley, a wheelchair-bound teenager (played by disabled actor Jag Piah) who wants to go to the local toughie comprehensive instead of the prison-like boarding establishment where, according to his dad, they'll be able to find him a job when he leaves. Dudley's problem is that he's been indulged and patted, and to an extent that has left him lazy and self-centred. On the positive side he's got a good sense of humour and he's quite sociable, hence his relationship with Verónica, from the local comp. The play is a genuine challenge to the group's conceptions about disability. It's tough

and unsentimental in approach, although Dudley's triumph over largely self-imposed adversity is a genuinely moving moment.

There are some interesting "half hidden" challenges in the play, too. It's an almost perfect alternative family. Dad is the single, caring, cake-baking parent - mum left because she couldn't face the idea of eternally looking after Dudley - and Dudley's sister is shown as a fairly tough minded working woman, off to Brussels to work in what we imagine to be a high-powered job. The moving force behind Dudley's decision is also female. It's his friend Verónica who is responsible for waking him up. Jenny Cann has added to these challenges by making the family multi-racial, yet none of this is the least obstructive to the effect of the drama, which leaves children with the least change of character and a new problem (how will he get into the local comp?) to deal with. It also leaves teachers with a useful work pack.

Ms Cann has started to think about what she might do with a "stay of execution" of her six months. She wants to move from trusted "off the peg" product like *Chairperson* which came, as did Ms Cann herself, from the Theatre Centre in London. She has already started the business of dealing with teachers in the preparation for the current programme, and is beginning to get the feel of her new town and its schools. The real object (which will take far longer) will be to provide work especially for Northamptonshire, by either commissioning a playwright or by devising it with the company.

NB

For details of Northamptonshire Theatre in Education contact Jenny Cann on 0454 21800.

ARTS

Opera at large

The English National Opera Education Unit is expanding its work in schools and the community. ENO's policy of taking singers and a pianist into schools will be extended to a wider range of venues - adult education institutes, unemployment centres and old people's homes. There is also a new scheme to offer one free seat per season to four schoolchildren of special merit. Extra study days on operas in repertoire, *Parsifal* and *Don Giovanni* (with the University of London Extra Mural Department) and *Mosé and the Mark of Ophelia* (with the British Museum) are also being mounted. For further details contact Neil McGowan, Educational Coordinator (01-836 0111).

Opera 80 begins its fifth tour of the regions this month, having just learned it has secured its Arts Council grant for the year. In Ulverston (November 30), Lincoln (December 7) and Exeter (March 1) the public will have a chance to meet the 14-strong company of singers as well as the orchestra and technical staff on special open days; in Lincoln the group will perform in a hospital. The operas on tour will be *Don Giovanni*, translated and conducted by David Parry who is currently conducting *Cost fan tutte* at the Coliseum, and *The Rake's Progress* (conducted by Glyndebourne's Stephen Barlow) for which participatory workshops for schools and adults are planned. (Further details from Barbara

Matthews, Opera 80, Lower John Street, London W1R 3PT. 01-439 0978.)

Cambridge Opera Group has a new name, English Touring Opera, and like another well known company, is dedicated to stripping opera of its elitist associations. For its current tour Rosini's *Cinderella* has been set in the circus ring, the traditional story spiced with circus antics. The English Touring Opera specializes in performing in unconventional theatre spaces, for example parish churches, leisure and sports centres. Throughout this month the group is playing one night venues in Crawley (today), Taunton (November 17), Ilfracombe (19), Bridgenorth (21), Newark (23), Bolton (26), Whitehaven (28) and Ashington (30).

Guildford County School is launching a sponsorship campaign for its school opera to be performed in March next year. *The Master of Ashmore*, written by the school's music director Leslie Olive, is unusual in that it contains all the musical idioms that can be found in a real opera, and as such it is excellent preparation for the pupils' regular visits to Covent Garden schools' matinees. The whole school has the chance to be involved and the profits Guildford hopes to make will go to the Save the Children Fund.

Philippa Davidson



Ken Ogawa

Obsessed

Mishima (15) Lumière Cinema, St Martin's Lane. The Emerald Forest (15) Leicester Square Theatre.

As Yukio Mishima began his solemn preparations for suicide, General Mishima, whose office had been chosen as the setting for this final drama in the writer's life, reportedly urged him to reconsider: "Mishima-san, there is no reason for this." It depends on your point of view. Paul Schrader's film, like the recently published biography by Henry Scott Stokes, implies that, on the contrary, the life was a long preparation for the act of *seppuku*, making it a necessary conclusion to a search which started at the moment when, by lying about his medical condition, Mishima escaped military service and probable death in the last months of the war. It is a thesis that the film develops with more style and consequently more conviction than the Stokes biography, and, as a tribute to a dandy whose life was dedicated to the cultivation of style, it is hard to see how it could have been better done.

For a start, Schrader has managed to design a film that is at once a compelling biography of the man and a portrait of the writer. The account of Mishima's last day, providing the foreground narrative of the film, leads towards a conclusion we know and apprehend. Schrader is merciful (he gives us a fictitious suicide, in place of the expected climax of Mishima's death). Enclosed in this real-time narrative are black-and-white incidents from the writer's life - his childhood with his grandmother, his travels abroad, hints at his narcissism and sado-masochistic obsessions - and stylized dramatizations of extracts from three novels, *The Temple of the Golden Pavilion*, *Kyoko's House* and *Runaway Horses*. In each of these the non-naturalistic use of design and colour to recreate the world of the writer's imagination is enchanting. The three styles and four chapters add up to a visually and intellectually exciting argument.

The Emerald Forest is a more self-conscious attempt to cultivate myth. "Based on a true story," the opening credits tell us, and the final ones are preceded by some unpleasant truths about the disappearance of the Amazonian Indians and their habitat. When I am offered Son of Tarzan with protests of authenticity and good intentions, my defences go up.

From the story of a father's search for his son, abducted by an Indian tribe, John Boorman's film moves rapidly into the realms of pure cinema, with the struggle between the Invisibly People and the Fierce People, the young hero's search for the magic stones and the father's conversion to the son's quest: respect for nature against the white man's mechanical destructiveness. At one moment, when Tomme (Charley Boorman) is about to impale his dad (Powers Boothe) on the end of a spear, it looks as if the myth may have oedipal overtones, but this Amazon is a country somewhere between *Rambo* and *Indiana Jones*. Despite its pretensions, *The Emerald Forest* is good entertainment, though rather less interesting than Boorman's story of the making of the film and, in particular, financing it. Now that does ring true.

Robin Buss

The Life and Death of Yukio Mishima (Penguin, £3.95). *Obsessed* (Mushy, £1.95). *Obsessed* (Mushy, £1.95).

Hot Hamlet

An investigation into Hamlet Young Vic until November 15.

"Hot-seating" is a dramatic technique, used in rehearsal and in theatre in education. It involves sitting an actor in a chair and interrogating him. The seat is "hot" because he has to answer in character, a difficult and demanding task.

The question is, can you hot seat Hamlet? At this Young Vic workshop for A level students, that's what they did. It may not have been a good idea. Predictably, students reacted as if they were getting a privileged advance glimpse of the examination paper and, started to ask hard questions. "Do you love Ophelia?" (dismissed with a joke). "Are you mad?" "I am pretending to be mad." And so on. There was a lot of note-taking during this.

Now while hot-seating Claudius is a good idea (it worked magnificently on the afternoon of my visit, with

Claudius turning the event into a press conference with a supercilious statesman), if you hot-seat Hamlet, he has got to be a Hamlet who is currently inhabiting the whole role and not just a workshop version. You also need more than five or six minutes to pluck out the heart of his mystery.

Other than that, this workshop was lively and useful. What it did well give a sense of enjoyment to the investigation not only through the inevitable comedy of watching actors stepping in and out of role, which these four did excellently, but also because there was a sense of genuine challenge to the students.

The team, under the direction of Jeremy Bell, also showed the process of actors approaching their roles, with demonstrations of variously interpreted scenes followed by discussions on how the students felt about their effectiveness.

Nick Baker

Music School of Douglas Academy

PUPIL ENTRY - AUGUST 1986

The Music School of Douglas Academy, set up by Strathclyde Regional Council to provide a specialised music course gifted young musicians, as well as giving them the benefits of a full comprehensive education, will accept a limited number of pupils for entry to session 1986/87.

Applications are now invited from pupils about to enter or already in secondary schools who have shown that they are, or that they could become, outstanding musicians.

All applications will be carefully considered. Final selection will be made as a result of interviews and of auditions over a short period which the applicant will be expected to spend at one of the Region's residential schools.

Hostel accommodation in the students' hostel of St. Andrew's College of Education can be provided for pupils who reside outwith daily travelling distance of Douglas Academy.

Further information, forms of application and instructions on submitting the applications may be had from the Head Teacher, Douglas Academy, Mains Estate, Milngavie G82 7HL. The latest date for submitting applications will be FRIDAY 24 JANUARY, 1986.

EDWARD MILLER
Director of Education

Loading the gun

Young People's Courses at the BTA

The Young Theatre Association, the junior branch of the British Theatre Association, is "really getting going" this term, according to BTA director Jane Hackworth-Young. Now, not only are schools and individual students more than ever welcome to use the association's libraries and facilities in Fitzroy Square, the YTA is running a fortnightly series of Saturday morning acting workshops for young people between the ages of 12 and 17. They are held at The Place, home of the London School of Contemporary Dance near Euston Station, from 10.30am until 1pm.

Intended simply to "explore what acting is all about", they have been devised by tutor Peter Carr to be self-contained, so that students need not enrol for the whole term. Taken together, however, the five sessions this term, covering movement and mime, voice, body language, approaching a text, and improvisation and games, amount to a broad introduction to the business of acting.

Two-and-a-half hours on "The Actor and His Voice" can't achieve very much. Peter Carr told students at the third workshop: drama students spend three years at college concerned with little else. But he believed the

session, like all the others, would "load the gun and point it in the right direction". If the 22 students remembered and put into practice half of what he taught them, it would. An experienced director and highly effective tutor, Carr managed to include vocal warm-ups, a little bit of physiological theory, a couple of tongue-twisters and some reading exercises as well as text work on extracts from *Under Milk Wood*, Stanley Holloway's monologue *Albert and the Lion* and Peter Shaffer's *Equus* in his session. True to the overall aims of the course, he was at pains to point out the practical relevance of every exercise; true to his own firmly-held belief that "Drama is Fun" Peter Carr also ensured that everyone had a thoroughly good time.

Funded by the Calouste Gulbenkian Foundation so that students pay an enrolment fee of just 50p per session, the workshops are open to all young people. The next (tomorrow) looks at Theatrical Body Language. On November 30 this term's course ends with a practical class entitled "Think Before You Act". Numbers have to be limited to 30 at each session. For availability of places and details of next term's programme contact the British Theatre Association on 01-387 2666.

Hugh David

Dream workshop

A Midsummer Night's Dream. Educational Theatre Projects Workshop, Belgrade Studio Theatre, Coventry.

How do you deal with the "otherness" of the supernatural world and its characters? The educational theatre workshop *A Midsummer Night's Dream* How is frustrated passion turned into a source of comedy and why is it funnier when the woman, rather than the man, is the pursuer?

These were some of the themes chosen by director, Chris Campbell and the four young actors of the ETP Company, (all graduates of Warwick University's English or Theatre Studies departments), for their "selected areas of discussion and performance".

The afternoon workshop on *A Midsummer Night's Dream* was one of a series of Shakespeare workshops (the others were on *Hamlet*, *Macbeth* and *Julius Caesar*), which the company were presenting for Coventry Junior

schools in a week's residency at the Belgrade Studio. Also included were full evening performances of Beckett's *Waiting for Godot* and *Endgame*.

Working in rehearsal clothes in the plain black box of the studio the company generated an hour and a half of enthusiastic, interested discussion. The immediacy of seeing a textual point turned into dramatic reality, and then "softened" or "hardened" in a replay of the same scene; the serious quality of the acting and the easy rapport with the audience which Chris Campbell established, all contributed to entertain, provoke, and stimulate the young audience to a whole-hearted participation in the process of textual analysis.

Ann FitzGerald

E.T.P. normally takes its work to schools and is available for bookings all over the country. For details telephone, Leamington Spa, (0926) 315905 (24hrs).

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GUARDIAN

Next week

Robin Buss at the London Film Festival; Roy Foster on public school reminiscences; Paddy Kitchen on Sofia Tolstoy; Lynne Truss on an experimental *King Lear*; maths textbooks

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NAEA

Festival fever

At the Turning Point. Theatre Centre's Festival of New Work, November 19 - 23. Young Playwrights Week. Chaucer Theatre, Sedgwick Centre, Aldgate East, November 27 - December 1.

Anyone interested in theatre writing, directing, funding, criticism, in education, in the community or even on the stage can treat themselves to a crash course in the next two weeks. Two separate London festivals will be dealing with all these subjects and more, one at Theatre Centre HQ in Islington, the other at a new and sadly under used theatre in the East End.

Theatre Centre has always had the good sense to give local parents and teachers showcase performances. In addition this term they are featuring some work from other groups. Northampton's new Royal Theatre in Education team are bringing *Chairperson* (also reviewed on this page) and Tara in Education are presenting *A Strange Fruit*, their play for schools about migrant Asian labour and its exploitation by Britain and South Africa.

Also on during the week of The Turning Point - whose overall theme is Britain's oppressed groupings - will be Perspectives Theatre Company in *Best of Friends*, The Bernarr Sisters in *A Slice of Life* as well as Theatre Centre's own schools shows, *Getting Through and Over and Out*. Head east the following Wednesday.

Escape from Hades

Department of Energy Daylight Theatre, Stroud.

Persephone (re-named Perdita to give an echo of *A Winter's Tale*) is held prisoner in the underworld, trapped by her addiction to pomegranate juice. When that does not prove strong enough, she is prevented from escaping by three-headed Cerberus and a robot, covered in heat-reflecter sheeting, who act under the command of Dia, the king of Hades. Played as his intention to keep the secrets of such natural energy sources as methane gas and geo-thermal power to himself and so run the earth out of fossil fuels.

This lively amalgam of Greek myth, science fiction and didactic teaching, aimed at first and second year secondary pupils, is acted out by three members of the Stroud-based Daylight Theatre: Roger Burfield, Miriam Collingwood and Hugh Young, who wrote the play. It is an absorbing 40 minutes, as the cast weave in and out of the dark tunnels of Hades, which are

(November 27) to the Chaucer Theatre, which can be found at the bottom of an office block called the Sedgwick Centre. Here, under the auspices of the London Youth Festival, the GLC and ILEA will complete your education with a week of events that could be called "Everything You Always Wanted to Know About Playwrighting etc". *Young Playwrights Week* will be split into workshops, seminars, lectures and discussions, with the chance for some to watch professional companies working on scripts by writers under 25.

In addition, there will be a chance to quiz writers, directors, actors, critics, Arts Council representatives, professional play readers and theatre in education workers about what makes a good piece of writing for the stage. On each of the week's five nights there will be performances from different groups, including the excellent Paines Plough in *Returning Fire* and the acclaimed updated *Romeo and Juliet* from Red Shift Theatre Company.

Nick Baker

For details of Theatre Centre's At the Turning Point at Hanover Road School, Noel Road, London N1 ring Heather Baird on 01-359 7562 or 354 0110.

For details of GLC/ILEA's Young Playwrights Week write to Claire Hyde, Room 679, County Hall, London SE1 7BP or ring 01-833 3824 1607.

transformed to light, as Perdita, aided by Hermes, escapes to the upper air with all the answers that will resolve our energy crisis. The main teaching of the play is reinforced by the questions that the cast put out to the audience at the end of it. When the roles are reversed and it is the turn of the players to answer the questions, they usually find they are required to talk about the technicalities of putting on a dramatic presentation. "Where did you get your costumes?" "How can a two-headed puppeteer operate a dog with three heads?"

Escape from Hades is the seventh production that Roger Burfield and Hugh Young have produced for the Department of Energy since 1979. Sixty schools in South Wales, the Midlands and the West Country will have seen the play by the end of this term. After Christmas it will be toured in London, Manchester and Merseyside.

Shirley Toulson

RESOURCES



During the last few weeks many schools have been involved in collecting dried foods for the Band Aid "Schools for Africa" appeal. The final despatch date was the end of October. But there is no such definite ending to the famine that generated the appeal. Recent television film from Ethiopia, Mali and the Sudan bears this out: in many areas failure of the September rains has destroyed the crops that during the earlier wet season, had promised a reasonable harvest.

Dramatic pictures will continue to reach us through television, newspapers and the aid agencies themselves. Deborah Sander of the Commonwealth Institute, says: "One cannot overestimate the impact on children of seeing constant pictures and films of black people suffering from disasters and even starving. Children carry images with them which will affect their relationships with black people in later life... the starving child is a very potent image."

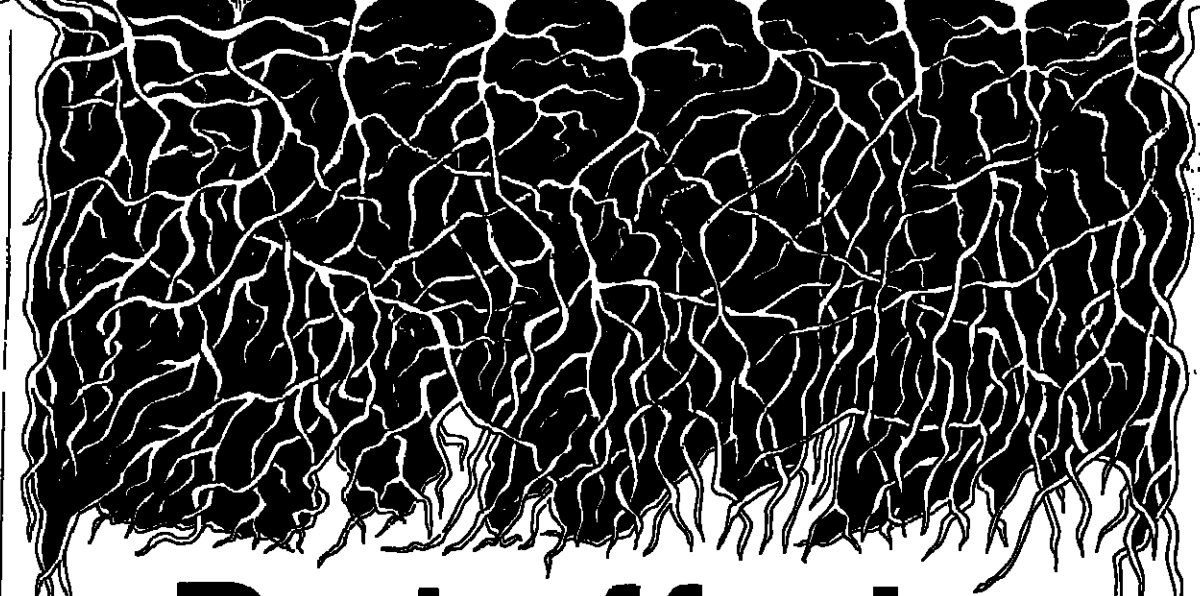
The implication is that Africans are unable to run their own affairs without European help, and it is doubtful whether children are mature enough to identify the falsity of this covert message.

Schools' practical responses to calls for famine relief need to be counterbalanced with more thoughtful, structured classroom work on world food production, supplies, distribution and availability. Children can be helped to understand the essential differences between emergency aid and long-term aid and development.

The imaginative July concert aroused the interest and concern of many young people, some of whom had known nothing of the famine and had little knowledge of any of the developing countries. Teachers can take this interest and develop it into a much fuller understanding. Above all, there is a need to consider the root causes of famine; to realize that famine is not caused by lack of food but by poverty. People are starving because they cannot afford the high prices of food. Physical, political and technical factors all play a part in linking food availability and areas of need.

A wide range of teaching/learning resources is available to teachers who are looking for positive ways of responding to the Band Aid appeal, topics ranging from *Food to Interpret the News to Are Disasters "Natural"?*

A good starting point is to look at



Roots of famine

Following the 'Schools for Africa' appeal, Ruth Versfeld, Hilary Strudwick and Jill Rutter suggest useful materials for studying world famine

commonly held beliefs about the root causes of famine, including drought, over-population, not enough food in the world, not enough land, not enough technology. These and other myths are constantly reiterated and allow us to abdicate responsibility: the causes are out of our control so we have to deal only with the consequences, by handing out money or food donations. But what if we do have at least some control over the causes?

There are several publications for use in schools which examine these issues (addresses are given at the end of this article). CAFOD's *Myths of Food Poverty* provides an excellent introduction and can be used from the upper primary age level through to sixth form. They are accompanied by a leaflet with practical suggestions for classroom use. Their *Just Food* pack (£2.50) also provides some useful ideas. The Institute of Food and Development Policy explains these myths more thoroughly in a paperback: *World Hunger - Ten Myths* by F.M. Lappe and J. Collins (supplied by Third World Publications - £5.50).

There are simple and enjoyable simulation games which demonstrate that it is not the quantity of food which presents the problem but its distribution. Christian Aid's *The World Food Game* (50p) is suited to 10 to 12-year-olds. It actively encourages players to question the way the world's food is distributed and also raises the issue of cash crops versus food crops. *The Grain Drain* (£1.50) is a board game based on the politics of food. Available through the Centre for World Development Education, it is suited to 14-year-olds and older.

Simulations demonstrating how the gap between rich and poor countries can be maintained and even widened by trading systems include *The Trading Game* (Christian Aid, 30p) and *Starpower* (available through Oxfam £3.75). Both games are well suited to secondary pupils.

The *World Studies 8-13* handbook by S. Fisher and David Hicks (Oliver & Boyd, 1985 - £4.95) has an interesting section entitled "Unequal Trade". The *Gingerbread People Project* is included in this section and is one of the

few ideas recorded for younger children. Children bake gingerbread people, invent stories around them and write to the companies who manufacture the ingredients. They then trace back beyond the supermarket shelves to the origins of the products. In this way the global nature of the gingerbread people is discovered.

All of these approaches demonstrate the interdependence of North and South. We are all bound in a network of dependencies so that the well-being of one section of the globe can never be isolated from the well-being of another.

The News Behind the News is the title of a new Oxfam publication. It asks whether famine really is a natural disaster and also questions the role of aid. It avoids negative, stereotypical images of Ethiopia and looks at what Ethiopians are doing to redress the balance. This pamphlet is accompanied by a leaflet which asks *After Live Aid - What Can I Do?*

Oxfam has also produced a simulation game for the 11 plus age range (£1.50). Entitled *Deadlines*, it explores

bias in the media by sending participants to cover a story of a crop failure in Africa. Here, again, the *World Studies 8-13* handbook provides useful ideas for detecting bias and helping children interpret photographs.

Photopacks, slides and videos are also available from the Centre for World Development Education and agencies such as CAFOD, Christian Aid, War on Want, and Oxfam.

Development Education Centres throughout the country have comparable materials which show positive and less emotive images of Ethiopia and the Sudan than the mass media tend to provide. There is also a good deal of recently published and highly readable material available for adults and older pupils, including *Food for Beginners - Readers and Writers series: Africa in Crisis* by Lloyd Timberlake (IIBD Eastbanc, £3.95); *Famine - A Man-Made Disaster*. A report for the Independent Commission on International Humanitarian Issues (Pan, £1.95); *How the Other Half Dies* by Susan George (Pelican, £2.95); *Fighting the Famine by Goldwater and Trowe* (£4.95 but £2.20 direct from CAFOD); and *Cultivating Hunger* by N. Trowe (Oxfam, £1).

NADEC, the National Association of Development Education Centres (representing over 40 centres), has produced a booklet listing over 150 resources on food issues and the Ethiopian famine. It costs only 50p and is available from the Centre for World Development Education (CWDE).

CWDE will also send, on request, their general 1985 catalogue of resources on world development. Other catalogues are available from Oxfam, Christian Aid and CAFOD (the Catholic Fund for Overseas Development). As all these organizations are non-profitmaking help with postage is appreciated.

NADEC co-ordinates the work of a network of regional Development Education Centres, most of which have resources to buy and/or loan. Write to NADEC for further information and a full list of centres.

Addresses: CAFOD, 2 Garden Close, Stockwell Road, London W9 9TT; CWDE, 128 Buckingham Palace Road, London, SW1W 9SH; Christian Aid, PO Box No 1, London, SW9 8BH; NADEC, 128 Buckingham Palace Road, London, SW1W 9SH; Oxfam, 274 Banbury Road, Oxford, OX2 7DZ.

On the rocks

Victoria Neumark visits 'Treasures of the Earth' at the Geological Museum

Treasures of the Earth
Admission free.
Geological Museum, Exhibition Road, London SW7.

Microcomputers have revolutionized museum exhibitions. In place of stolid rows of glass-fronted specimens with densely-printed labels, interactive disc systems allow visitors to wander at their own speed through visually palatable information, while the space saved by storing so much on computer is used to create the physical impact of the exhibits themselves. *Treasures of the Earth*, the Geological Museum's



new exhibition on the ground floor, takes full advantage of the new technology to intrigue and involve. The animated film which greets the visitor sets the tone. With witty graphics it displays the processes responsible for the formation of the earth's crust. Volcanoes, earthquakes, mineral seams and mountain ranges deform and re-form to space-age music and helpful commentary from a bank of TV screens.

A "cut-away house" shows a life-size replica of garage, living-room, kitchen and bathroom with a row of push-button controls with the names of commonly used minerals. Push "lead", for example, and the join in a copper-pipe water supply lights up. Press "magnetism" and the toilet winds at you. Along the back of the cut-away rooms, a profile of a landscape shows where each mineral is mined.

Moving on from the fascinations of the fridge and toothpaste tube, a room full of columnar models and VDUs shows the processes of collection and extraction for water and fuels.

A second long room, more like a gallery than a museum, houses over a hundred hand-drawn objects - from a limestone statue to pieces of motorway pavement, bunks of crystal, railway sleepers and aeroplane. Another panel of objects spans Sumerian clay tablets and Chinese vases, Aztec statues and a pocket calculator. A Maggot reactor and a packet of salt. All make a

forceful exposition of the reliance of our species on the hidden treasures of the earth.

Two wall-mounted models convey well the intricacy and majesty of the processes which have produced these ores and the ingenuity of methods of extraction. The first mimics the action of hot water in creating mineral deposits, the second is a working model of a modern Irish tin mine.

Finally, there is a wall of tiles with touch-sensitive controls to activate information retrieval. Instead of the usual bank of rock with yards of print on a faraway label, the rock appears well lit with a summary of its biography and an invitation to find out more by choosing options in the information module. Thus, "Diamonds" could lead on to uses - jewels, industry, geology and so on. For each part of the program a new set of specimens appears, and the printed information is accompanied by pictures of any of 33 minerals.

Quite a high level of general education is assumed throughout the exhibition, which ought to be suitable for O level students and above, but the fun element has by no means been neglected. Video games, models and exhibits such as counters, models and weights are on display to be touched, interacted with, and played with. Over 100 objects are on display to touch. Interactive video programs on the 35 most important natural substances which come out of the ground all add to the fun.

Reading game

Newsreader
Price £7.50 + VAT
E.J. Arnold, Parkside Lane, Dewsbury Road, Leeds LS11 5TD.

Reluctant and less able readers need constant encouragement and motivation through the use of enjoyable non-threatening activities. Small groups of such children will play happily and cooperatively with board games which are designed to give practice in basic reading and pre-reading skills.

Newsreader is a board game for four players. Each player has a counter which is pushed along a path in response to the throw of a dice. As the counter moves, it enters the various offices of a newspaper and upon reaching each of these, the player must

perform a language task based upon newspaper work. Thus there is "sub-editing", which means choosing a headline to match the story; "composing", which is, in effect, a cloze procedure activity; "proof reading", which involves correcting words with scrambled letters; and "printing", where the child has to find missing letters. Each player has also to choose a suitable picture for each story and, as a "Reader", answer some comprehension questions.

The materials provided consist of a neatly printed A3-size board upon which to play the game, 12 A4 story sheets, each with a short newspaper story and the associated tasks, a set of headlines and a set of photographs. There are also some blank story sheets, which can be photocopied.

This will be a very useful addition to the equipment of the primary classroom or the secondary remedial department. It could also be used as an adjunct to a larger project on newspapers.

Gerald Haigh

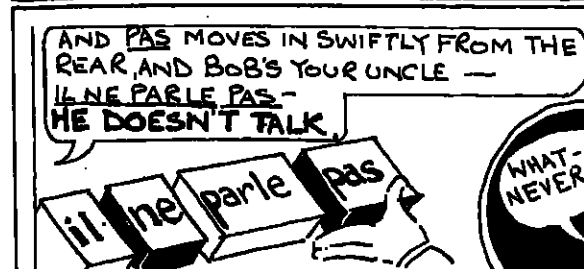
notes

ELECTRICITY PACK
A new 'Electricity' study pack for 9 to 11-year-olds offers six worksheets to lead pupils through practical experiments. These are: Finding electricity, Electrical circuits, Making a simple motor, Making a simple generator, Making a simple transformer, and Making a simple relay.

circuits, Electrical detectors, Making electricity, Generating electricity and Distributing electricity. Children then construct a working model which uses steam to drive a turbine to produce electricity.

Each pack contains a set of teachers' notes and eight copies of each card, and is available, free of charge, from the Public Relations Department, CEBG North Western Region, Europa House, Bird Hall Lane, Stockport SK3 0XA. Tel: 061 275 1311.

RESOURCES/VIDEO



FRENCH language & literature

T H Parke on language programmes for beginners and literature programmes for A level

The Language File
VHS or Betamax £25 per video (ILEA schools £15 sale, £5pa hire)
Teaching pack £3.60 (ILEA £2.50)
ILEA Centre for Learning Resources, 275 Kennington Lane, London SE11.

Three units of these materials for secondary French have appeared to date, on Tense, Negatives and Gender. The core of each is a 25-30 minute videocassette (two on Tense), each containing three basic types of material.

All the units assemble sketches, songs and discussions to present linguistic concepts. Initial presentations are in English, and illustrate how English handles the particular concept before showing how it is handled in French. Second, are Extended Listening Sequences for more advanced pupils, which give extended listening practice through videoed discussions including significant amounts of the target item. Third is the explanation of concepts direct to camera. In addition, booklets accompany each unit, containing master-copies for worksheets and detailed exploitations of the videos.

Some general remarks first. In common with much video language-teaching material, the early stages of the learning process are passive, in accord with recent research findings pointing to a necessary "silent period" preceding active participation by the learner. The material holds the attention well, though teachers will need to prepare the suggested exploitations carefully.

The sense of audience is to my mind

perfect; the target audience is "pupils with two or three years' experience of learning French without reference to grammatical labels and structures", and comprehension of the concepts is independent of grammatical terms.

The presentations avoid being condescending, and use the culture of children in a wholly natural manner to mediate ideas. Many sequences are genuinely funny and even bear repetition, and there is plenty of pace and diversity.

Another distinct advantage is the variety of language presented. Rather than a "standard" French, there are examples of, among others, Provencal and African accents. As is appropriate, only informal registers are featured.

The use of video means that language arises naturally from a context, and there is much skill in the simultaneous use of a sketch, for example, as both entertainment in its own right and as a vehicle for linguistic ideas. Above all, these programmes sensitize pupils to language *per se*, and provide comparative insights into how French and English convey particular notions.

The approach to the learner is via what s/he knows and can do, and aims to make pupils aware of an existing competence, before extending ability in the target language.

Specific criticisms can be made of individual units, and some are serious. The phrases used to describe the functions of the present tense are catchy, but not entirely accurate. Exploitations of the tenses do no encourage the pupils to produce language, and hence to reflect on their own usage. Differentiating between the imperfect and perfect in French by the

labels "specific" and "unspecific" respectively does not seem to me to work at all well. To take a given example, why is "I sprained my ankle" described as "very specific about past time"? (Some unease over the definition is apparent from the booklet, which insists that sentences like "He always used to close the park gates at exactly 8.25" are, despite appearances, "unspecific about past time and would be translated by the imperfect".)

"Describing it" (unit 3) suffers from a long-winded sequence featuring a door-to-door "salesman" of adjectives, and someone is going to be put out by the remark that "salesmen are always smarmy liars". One particularly good point, however, is the rapid move from the use of *lefin* and *laine* as gender-markers to *Welle* as subject-pronouns, a step which has to wait many weeks in some courses.

The least successful unit is undoubtedly "Negatives". Part 2 of the programme has a section on spotting the "negator" omitted from lists, which is thoroughly confusing, and the eight listening sequences in Part 3 are hopelessly contrived.

These materials are best when they are true to their medium. What is most memorable is language in its context, minimally explained. And at their best they are an imaginative basis for discussion of language, for seeing how certain linguistic concepts function, and how they are realized in French. If at least some units are widely adopted, they might just help English and Modern Languages Departments towards a realization of the unity of language, to the benefit of pupils everywhere.

Existentialism
Guy de Maupassant
VHS, Betamax £45 each; U-matic £55 (Prices exclude VAT)
The Audio-Visual Service, University of Leeds, Leeds LS2 9JT.

These two videocassettes present contrasting approaches to subjects likely to figure in A level syllabuses. In both the technical level is excellent, and the presenter/author, David Coward, has a sympathetic visual presence.

The Maupassant cassette succeeds in assembling images of the writer and his life, together with a voice-over text linking them coherently. It is a grim tale in both outline and details, and Dr Coward tells it with agreeable relish. The images are well chosen, and the level of the commentary nicely judged, with few lapses into registers unfamiliar to the average sixth former.

It is interesting, however, to notice just what is memorable on video and what is not. The shape of Maupassant's life, supported by images of the author, his manuscripts and possessions, remain in the mind; Coward's brief final characterization of Maupassant's universe, necessarily couched in abstract terms, is less easily retained. The booklet is excellent, especially for its analysis of the structure of the short story in general, as well as Maupassant's in particular. There are genuine possibilities here for teachers to build on pupils' own reading experiences before tackling the foreign language text.

It is impossible not to notice, however, how much better a point is made if it is repeated, in different forms, on

video and in text; information presented in both the visual and written mode really does strike home. So perhaps there could be a development of the integration between cassette and booklet.

With *Existentialism*, a different approach is adopted. Basic philosophical ideas, such as essentialism, idealism, the *en-soi*, the Absurd, are put across in a succession of jokey scenarios, separated by a jingle, which quite destroy what is in fact a fairly coherent exposition going on in the background. Thus awareness of the Absurd vision is portrayed through Dr Coward in bed with "the inauthentic" is equated with consuming "Other People" capsules which save the trouble of forming one's own opinions.

This is doubtless an attempt to appeal lightheartedly to the sixth-form market, but the booklet is mainly written at a seriously inappropriate level. The "Sampler" of Existential Literature, summaries of texts by Camus and Sartre, makes for pretty congested reading, and the two summaries of Existentialism are not sufficiently sharply contrasted to be illuminating.

Anything likely to open up foreign language literature and ideas to easier initial penetration by this age range is welcome. But while *Maupassant* sets its subject in a context and gives leads to the exploration of texts, *Existentialism* is more likely to encourage the illusion that it is only the French who have philosophy, and that if it is as freaky as it looks here, we'd better steer clear.

Drinking and driving

That's The Limit
Five programmes of 10 minutes each
VHS, Betamax, U-matic
£130 + VAT from BBC Enterprises
£30 to hire for five days, from Guild Sound and Vision Ltd, 6 Royce Road, Peterborough, Cambs PE1 5YB.
Mind How You Go
10 programmes of 10 minutes each
VHS, Betamax, U-matic
£260 + VAT from BBC Enterprises
BBC Enterprises, Education & Training Sales, Woodlands, 80 Wood Lane, London W12 0TT.

Twenty standard drinks a week, not more than six standard drinks a day and not on consecutive days - this is the point that is driven home in this series of videotapes on how to enjoy a drink and stay healthy.

Aimed at teenagers and adults, comedian Derek Griffiths adopts a number of roles to present the problems of excessive drinking. With a slightly "Young Ones" aura to the presentation and vocabulary of some of the programmes, the viewer is invited to consider various related questions such as, do you feel out of it if you are not drinking? If you do, then you may run the risk of having a drink problem.

Alcohol and alcoholism is a subject that cannot be ignored in schools and colleges. This is not just because there is evidence of growing alcohol dependence among young people and adults but also, because, the subject, is an essential part of any driver's education.

Richard Evans

Current research

Static and Current Electricity
Electricity and Magnetism
Electric Currents and Circuits
Heat and Energy Transfer
Heat, Temperature and the Properties of Matter
VHS, Beta or U-matic. Hire charge approx £10 per programme + VAT. Also available for purchase
Viewtek Audio Visual Media, 161 Winchester Road, Brislington, Bristol BS4 3NJ.

This series of American-produced films covers several areas of physics applied to everyday life. Each one lasts about 15 minutes and is a well-organized and presented account of the topic covering a number of modern applications. A closing minute or so is usually a glimpse into current research and the hopes it holds for the future.

Although obviously made on the other side of the Atlantic, the accents of the commentators are not too intrusive. The examples, too, are mostly relevant to the United Kingdom with the possible exception of calories and 60-cycles per second A.C.

Static and Current Electricity considers the differences between the two and then looks at a number of diverse phenomena in which static is important. These include a flash gun, paint spraying and lightning. *Electricity and Magnetism* takes as its theme the relationship between electricity, magnetism and motion. Any two of these will produce the third and this idea is illustrated with good animated diagrams of motors, generators and electromagnets.

There are also a number of interesting historical shots of real-life applica-

tions of the principles discussed. *Electric Currents and Circuits* builds on the theme that all electric circuits need electrons, a "push" for the electrons and complete circuit. It covers series and parallel circuits and emphasizes the use of electricity in several domestic and industrial areas.

Heat and Energy Transfer illustrates the idea that heat is fundamentally the kinetic energy of molecules. All forms of energy can be transformed into heat which can be transferred by conduction, convection or radiation. *Heat, Temperature and the Properties of Matter* illustrates how heating can cause changes of state, changes in the rate of a reaction, changes of volume and magnetic changes. The ways in which these changes are put to use are again illustrated with interesting examples.

A number of terms in these pro-

grammes have a layman's, rather than a scientist's, use. We are told, for example, that voltage is "the electric force that moves an electric current" and that a transformer "changes a current's voltage". The programme on heat and energy transfer includes the statements: "Heat is a form of energy", "Heat makes things move" and "Every form of energy can be a source of heat". How easy life would be if these statements, rather than the Laws of Thermodynamics, represented the truth as we now believe it.

These points apart, this set of programmes is an attractive general account of the ways in which basic physics affects our everyday lives. It should be found quite acceptable for many pre-GCE classes.

Alan Vincent



RESOURCES/VIDEO



Micro kids

Judith Barthorpe looks at programmes on using computers in the primary school

Flowers for the Teacher
VHS or Betamax £16.95 plus VAT/p&p. U-matic £20.45 plus VAT/p&p. Videotext Educational Publishing, Orders Department, Eagle Star House, New North Rd, Exeter EX4. Micros at Six

VHS £14.95
City of Salford Education Department, Education Office, Chapel Street, Salford M3 5LT.

Starting Point
VHS, Betamax £16.95 + VAT/p&p. Elston Bray Video Services, 54 Croft Road, Camberwell, London SE5. SBN or 56 Cranleigh Drive, Swanley, Kent BR8 8NX.

Turning Point
VHS £16.95 plus VAT/p&p. Videotext Educational Publishing, Orders Department, Eagle Star House, New North Rd, Exeter EX4.

The software package, *Flowers of Crystal*, is an adventure program which stimulates a great deal of work away from the computer, involving a whole range of activities across the

primary school curriculum. The extent to which a program can be integrated in this way depends upon the ability of the teacher.

Flowers for the Teacher shows a primary school teacher who is committed to the task of providing his pupils with opportunities to involve themselves in the fantasy world surrounding the program. It draws out the essential elements of good curriculum practice. Throughout the film we see children taking part in the more neglected areas of the integrated curriculum, such as drama, movement and science as well as the more obvious applications, language, art and craft.

It is rather unfortunate that some of the children give the impression that throughout the project nothing else at all goes on; that maths, for example, as most people know it, goes out of the window for the duration. It is a possibility that children working in such a way are not aware of the subject areas they are in fact covering.

This is a long-winded film, but for anyone interested in using an adventure program such as this to develop good curriculum practice, it undoubtedly provides a fund of valuable and workable ideas, which can be

adapted to suit the needs of the individual teacher and his/her class.

Micros at Six is a reassuring video for all those infant teachers who have tried hard to make the computer "happen" in their schools, with the limited amount of software that was first made available for this age group. It starts at a point which many schools have reached and then goes further, explaining how and why certain programs are used. It is stressed that the software should be chosen carefully in order to make the most of the child's and the computer's potential. Mention is made of the use of calculators and electronic toys to develop keyboard skills during a period of structured preparation for use of the micro.

The film quashes the myth that young children have difficulty handling capital letters when they are used to lower-case letters and it enforces the theory that even very young children are capable of loading and running programs themselves.

It also shows a brave attempt to introduce infants to information handling using the database program *Hand-File*. The discussion which takes place between groups of children about the information they have stored is both spontaneous and enriching.

Several minutes of the film are given over to the children's use of the adventure program, *Granny's Garden*. The teacher, who is interviewed throughout, sees this type of package as a starting point and theme for a wide range of work over a longer period of time, creating the opportunity for cooperation and the development of early problem-solving skills. It is a great pity that we see so much of the children at a computer when we might have taken a look at some of the activities that *Granny's Garden* initiates away from it.

Starting Point shows infant children involved in refreshingly different activities both inside and outside the classroom, activities which are planned to familiarize small children with new technology. The opening scenes show children making use of a well-designed playground for imaginative play and later for more structured learning logic; tracks, circles, clock faces and grids all have a part to play in the pre-computer activities for which they are intended. Working out a sorting tree, moving through the turns of large hands on large clocks, getting used to digital numerals and ordering and sorting in a child-sized kitchen provide examples of valuable early experiences.

After briefly seeing children using programmable toys such as *Armatron*, *Verbot* and *George* and manipulating *Little Professor* and *Speak and Match*, the film goes on to show children totally absorbed in the programming of *Bigtrak*. The toy is introduced to a large group by the teacher and then

small groups pursue the rudiments of problem-solving. Getting *Bigtrak* to turn in a complete circle sets one group a thought-provoking task.

Only briefly is the role of the micro touched upon at the end of the first part of the film to show where the valuable pre-computer activities subsequently lead.

The demonstration of *Cartoon*, developed by Newman College and shown in the second part of the film, achieves some success in introducing the viewer to a creative computer application. It shows one way in which the frames of cartoon action can be linked to form exciting and imaginative stories.

Anyone watching the film *Turning Point*, can be left in no doubt as to the educational value of LOGO. The teachers involved in the Walsall and Chiltern Logo Projects are obviously committed to it and are convincing in their arguments for its use in the classroom.

The film is in two parts, the first being a general introduction to some of the applications of Logo. It suggests a possible progression throughout the primary school, taking in the use of *Bigtrak* at the infant stage, leading on to screen-based graphics at the junior level.

Children are seen to be posing questions, setting themselves problems and seeking ways to solve them, while the teacher is on hand for guidance and consultation when necessary, all this is in keeping with sound primary practice.

The teachers in the film are aware of the need to withdraw on occasion to let children make the kinds of mistakes from which they learn. They are encouraged to go back and check and debug their programs without feeling that they have failed.

Examples of younger children developing concepts of geometry using Logo are shown, and aspects of logical thinking and precise articulation of these thoughts are well illustrated throughout the film. One teacher talks about the way in which using Logo in her class has helped to foster a more cooperative atmosphere where children are more willing to listen to others' ideas. Another teacher talks of the respect she finds developing among her pupils and a build-up of confidence that sharing ideas brings.

The second part of the film shows extended activities with Logo, mind-blowing perhaps, for some of us, but the children take it all in their stride! This part of the film certainly gives ideas and the necessary motivation for those teachers interested in exploring the potential of Logo more fully.

Not only do we see enthusiastic teachers in this film but the children, too, convince us by their enthusiasm and determination that Logo can be a very useful learning tool.

The boat people

From Vietnam to the Isle of Dogs Video cassette, background material and teacher's notes available from Mari Taylor on 01-691 7729.

There are now about 20,000 Vietnamese refugees living in this country. After the initial publicity surrounding their arrival, they have often tended to suffer from central government neglect and public indifference, broken by an occasional bout of concern, such as that aroused by a House of Commons sub-committee report some months ago.

In this situation, anything that sheds some light on them is helpful. *From Vietnam to the Isle of Dogs*, a short videotape which films two Vietnamese families living on the island and describes how they found their way to Britain, is an offshoot of an ESL class.

Although the details of their no doubt harrowing journeys are briefly mentioned, much of the tape is taken up with happier occasions in the lives of some members of the class. Chan, an ethnic Chinese from Haiphong, describes her wedding in a refugee camp, and the Ho family is seen celebrating the New Year with some gusto. This, the most substantial and unified section of the film, begins with the dead being offered New Year food (in order to prevent their hungry ghosts haunting the family for the rest of the year) and ends with the ceremonial meal (an ingenious marriage of modern technology and tradition which substitutes computer print-out paper for the white cloth on which the food is customarily laid).

The tape was made by a local unemployed person learning video skills; although these origins are evident in its diffuseness, thematic lack of focus and poor technical quality, the general paucity of material on this subject is such that any contribution is welcome. One hopes, at any rate, that this well-intentioned production will prove to be the forerunner of lengthier and more detailed programmes exploring the lives and experiences of the Vietnamese community.

Ashok Bery

Video Extra

Next week's Video and Broadcasting Extra will contain further reviews of video programmes

Firm views

SCHOOL RADIO
Economics (O level):
Case Studies in Production
BBC Radio 4 VHF
November 18-20, 00.30-01.10.
Two programmes per transmission.

Over 25 years ago, Alan Charnley published articles recommending that teachers should build up a library of tape recordings of interviews with firms. This series essentially provides a substitute for such locally quarried material.

Five 20-minute programmes investigate and describe particular aspects of different firms, focusing various economic spotlights on each case. A computer firm is probed for location analysis, and a small firm manufacturer illustrates the kind of decisions managers have to make to survive in a highly competitive market. In contrast, BP exemplifies a multinational company, which derives economies of scale that are vividly portrayed.

The interviews in each programme are carefully edited, and serve to put a human face on sometimes quite complex operations. For example, a crude oil purchaser for BP emphasizes the commercial priorities of her work, though she is occasionally constrained by the needs of the wider group. A programme on British Telecom highlights the controversial issue of returning nationalized industries to the private sector. The final case shows how two Cornish firms, a slate quarry and a joinery, confront the problems of structural change and growth.

The final programme (a substitute for Programme 4 on a Monopolies Commission investigation of Kellogg, which has been mysteriously dropped) is designed for teachers, and shows how the series conforms with the specific GCSE criteria for economics syllabuses. Teachers Richard Durnall and Sarah Wilkinson give their reactions to the series, while Dr Linda Thomas explains how the cases encourage an investigative approach, suitable for students of varying ability.

The programmes may also trigger ideas for student course work, an essential ingredient of the new examination. Moreover they provide plentiful data for students to interpret from an economic perspective. Richard Durnall rightly suggests that the series is very suitable for core courses, TVET, City and Guilds 365 and the forthcoming CPVE. Steve Hodgkinson concludes that the GCSE will enable teachers to work actively with their pupils. This strongly recommended series could constitute one focus for such activity.

David Whitehead

Eye openers

Well Being
Channel 4
October 11-November 15
Holmes Associates, free leaflets from PO Box 4000, London W5 6XJ.

Each of the areas covered in the new *Well Being* series, dealing with health and hygiene, was given over an hour's consideration. It was a hard-hitting production, carefully edited, well researched and presented. The viewer was given enough facts to form an opinion, yet was not inundated with figures.

"What It Is Like to Be Blind" (November 8) was an eye opener to those of us with normal sight. The blind are not like the sighted. But nor are they deaf, or mentally subnormal, as many sighted people seem to imagine. Only four per cent of the registered blind have no vision at all.

Blind children are normally sent to special (usually boarding) schools from an early age. One teenager blind girl, now at a comprehensive, explained how it was to be brought up in cotton wool and then returned to the world. The film showed how it was done. School and pupil are now doing fine, and after all the early heart searching about "mainstreaming" her, they have taken a second blind girl. Meanwhile, the Royal National Institute for the Blind is intending to spend some millions on a special grammar school for the blind.

Dogs can make children blind, probably more than any other animal. I only wish I had had it to show my own children.

Joan Freeman

MEDIA

ON THE BEAT

Nick Baker reviews a School Radio series on the subject of the police

SCHOOL RADIO
You and the Police
BBC Radio 4 VHF
November 13 and 14
Two programmes per transmission.

Teachers searching for unbiased material for secondary pupils on the contentious subject of the police can breathe a partial sigh of relief. After the preposterously one-sided videos from both the GLC and the Police Force itself, BBC School Radio has managed to be reasonably balanced without losing the impact of the controversy.

The first programme - *The Police and Young People* - screwed its courage to the sticking point by starting with black teenagers saying that they'd been harassed by the police. The programme went on to look at the ways the Metropolitan Police responded to the 1984 Police Studies Institute report, which found evidence of racism within the force.

One of the answers, of course, is Community Policing and the programme took us to a suburban London estate where the local bobby (in multi) played pool with the local youth. The youth leader and the teenagers seemed to welcome his presence, some not knowing that he was a policeman at all: "I thought he was normal," said one teenager in surprised tones. Another, though, recognized that the officer could be used in a different way. If there was any trouble he could "check up who was here and on what night."

Perhaps, surprisingly, the programme didn't pick up on another point made in the Police Studies Institute report, which, briefly stated, is that when police and youth meet in the course of the policeman's duty, their attitudes to each other won't be changed by the fact that they've had contact "in a social context". In other words, policemen aren't youth workers, and when they adopt that role, it doesn't necessarily increase their effectiveness or their acceptability.

Other areas are operating schemes whereby young people are encouraged to see policemen as policemen - a far better idea in many people's view. The programme took us to East London, where local sixth formers go out on patrol on the 4.00-midnight shift with officers. Here they discover that policemen have got to be diplomatic, patient, thick skinned and on occasions very sensitive. It seems surpris-



ing, then, that during one of these outings, an officer started to lecture one of the girls, an A level student, about why YTS is a good thing.

Teachers might like to pick up on the idea that some policemen, by dint of their occupation, perceive themselves as morally superior. One senior policeman once told me that one of our greatest problems with young officers was that they tended to be as convinced by the TV copshow image of policemen as teenagers are.

Programme two was less contentious, dealing with what can be done to help police, including neighbourhood watch and self defence. The third programme, not recorded at the time of writing, will bring us up to date with Paul Boateng, Chair of the GLC Police

Committee, and a Metropolitan Officer in debate, with reference one imagines, to recent events. It also deals with the new Police and Criminal Evidence Legislation, where good old BBC balance will be hard to achieve. The police claim the new laws will increase the rights of suspects, but groups like the National Council for Civil Liberties and lawyers believe it will have the opposite effect. The series ends with a look at recruitment and careers in the police.

All in all, *You and the Police* looks like a valuable resource for teachers, especially with the useful back-up notes. It seems a shame that programmes on such a topical and difficult subject are not yet available on cassette.

Government attack

The Government's record on information technology in education came in for heavy criticism on BBC television last Friday. *Micro Live's* special edition included interviews with education minister Chris Patten and SDP president Shirley Williams.

Mrs Williams described the Government decision to axe the Microelectronics Education Programme as "absolutely nonsensical... Why should we throw away Britain's lead by changing the organizational structure of MEP and handing it over to the I.e.a.s... when frankly the I.e.a.s are so strapped for cash that they can't even maintain their current hardware and in-service training?"

"This is an area where Britain could build a major export market," she added. "We could be in great danger if we lose that lead." MEP had already promoted the sale of a million pounds' worth of software overseas.

Mrs Williams described the proposed Microelectronics Support Unit (MSU) as "quite inadequate" to keep up the momentum of MEP and criticized the Government cuts in its support to Information Technology Centres (ITCs). "Why is the Government giving up on one of our few remarkable achievements in the whole international world of education?"

This question was not answered by minister Chris Patten. He rejected the notion that the Government was killing off MEP, and claimed that the MSU would continue MEP's good work, but MEP has only 17 weeks to run, and as yet MSU has no staff and no premises. Also its remit includes neither software commissioning nor the direct training of teachers.

When Ian McNaught-Davis pressed Mr Patten about the alleged battle between the Treasury and DES over MEP's fate, the response was evasive.

"There are always discussions with the Treasury about how much money is spent on this or that," He claimed that the money spent by the DTI on the educational software scheme and by the MSC on TVEI-related in-service training should also be taken into account.

When asked if since Kenneth Baker's time, IT had become peripheral in the perception of government and civil service, Mr Patten denied it. But his denial referred only to his perception of schools, not to that of Whitehall or Elizabeth House. Given the deliberate dismantling of all that MEP has achieved in the last five years, it is hard to believe that anyone with political weight is taking this issue seriously.

Jacquetta Megarry

edits

VIDEO CLASSICS
A set of classic English texts are being distributed on video, with study notes, by Trumedia Study Oxford.

Aimed at students of GCE or CSE examinations, available videos include "Antony and Cleopatra" (RSC version with Richard Johnson and Janet Suzman); "Tess" (Polanski's film of the Hardy classic); "Twelfth Night" (RSC version with Ralph Richardson and Alec Guinness); "Romeo and Juliet" (Zeffirelli's production) and "The Merchant of Venice" (RSC version with Sir Laurence Olivier). Also available are "Hamlet", "Henry IV", "The Importance of Being Earnest" and "Kiss".

The tapes are available, price £22.42 (incl VAT and p&p); first set of notes free, additional sets 67p, from Trumedia Study Oxford Ltd, Television Research Unit, Oxford Polytechnic, Wheatley, Oxon OX9.

FILMS AND VIDEOGRAMS
"Films and Videograms for Schools - Volume 2" is a subject listing of films and videos available for screening in primary and secondary schools within the UK. Volume 2 is based on the published records of the British National Film and Video Catalogue for 1983 and 1984 and contains details of 3,092 items.

Key areas of the school curriculum are

covered, eg Mathematics (32 items); French studies (39 items). Television programmes are included except when their purchase price is prohibitively high. Price £11 + £1 p&p from the British National Film and Video Catalogue, British Film Institute, 127 Charing Cross Road, London WC2H 0EA.

LIFESKILLS
Thames Television have released their series of "Lifescills" programmes on video for educational use.

Presented by behavioural psychologist Dr Robert Sharpe, the series aims to present viewers with a number of tips or techniques which they can incorporate into their everyday dealings with other people.

"Setting Arguments" and "Negotiation" are available on tape one (£60 to buy, £20 to hire for two weeks); "Meeting People", "Intimacy" and "Self-Assertion" are on tape two (£57.50 to buy, £20 to hire for three weeks).

Quid Sound and Vision Ltd, 6 Royce Road, Peterborough PE1 5YB.

INTERACTIVE VIDEO
The Philips Interactive Videodisc Awards competition, Britain's showcase for the newest and best in interactive video, will be held at the annual UK Interactive Technology Briefing, November 26-28.

The Briefing is Britain's state-of-the-art event, with a three-day conference, workshops and exhibition. It will be held at White Hart Lane, London N17.



Child development

Growing Up
A film for children about puberty. VHS or Betamax £20 + VAT. Bounty Vision, Vinces Road, Diss, Norfolk IP22 3HR.

Growing Up has been directed by John Hallas, who has 2,000 films to his credit including the award-winning *Animal Farm*, and it is a superb piece of work. It is hard to imagine even one pubescent child who would not benefit from seeing it.

The film is made entirely of animated drawings with which children should be able to identify. The narration is also excellent; a woman's voice for girls, and a man's for the boys, both blessedly free of local accent which is so fashionably offered to children but can be irritating to

those from another part of the country. The film covers neglected, though particularly valuable, areas in its concern with both this important age range (10 to 12) and with the children's present and longer-term emotional as well as physical development. It tells the engaging young mind what is happening now, and what is going to happen next; and should provide considerable information and reassurance for young viewers.

The film's approach is straightforward - no confusing euphemisms - and hits the right note for this age range. We see and hear about the first growth of sexual hair and testis and penis erection. Girls are told not to listen to the negative-old stories about periods but to "be glad that your body is working as it should".

For boys and girls, emphasis is placed on good health: eating, exercising and keeping yourself clean. Emotional development is described as being slower than the physical side and the film is clear that a baby is only for when you are mature enough to look after one, and also when you want one.

Pubescent children have a voracious appetite for knowledge about growing up, and perhaps because there is so much obvious change in their lives during those years, it seems to be particularly embarrassing time for parents to impart information. This is where teachers can step in to smooth the way. Children would benefit from seeing this 12½-minute film several times. I only wish I had had it to show my own children.

Joan Freeman

briefings
radio & tv

For schools

JOB BANK
(Mon 9.15, Wed 13.15 BBC2)
A programme filmed at the BBC TV Centre features some of the jobs available to young people on the technical side of the BBC. 14 to 18-year-olds see camera and sound crews at work.

PICTURE BOX
(Mon 9.30, Thurs 10.11 ITV)
A two-part abridged version of E Nesbit's classic story "The Railway Children". Some of the more dangerous adventures undertaken by the children have been cut for safety's sake.

TIME FOR A STORY
(Mon 9.55, Thurs 9.42 ITV)
Bill Oddie presents "The King of all the Birds". Four to six-year-olds learn how the wren flew higher than other birds.

ZIG ZAG
(Mon 11.00, Wed 14.40 BBC2)
DIY programmes for eight to 10-year-olds. This new unit offers advice on how puppetry, photography and animation work. Many of the activities require no special equipment.

LET'S MOVE!
(Monday, 11.20 VHF4)

The last three programmes in this term introduce younger infants to Pinocchio and his friends and a series of unusual movements.

RENDEZ-VOUS FRANCE
(Tuesday, 9.35 BBC2)
"Chemin français" is a four-module programme for use with secondary school pupils at most levels. Transport is the theme here and the application of a breathalyser test.

WORKING IN AN OFFICE
(Thursday-Friday, 00.30 VHF4)

This series is broadcast as two programmes, each divided into seven topics for discussion with 16 to 19-year-olds. Provides an insight into the daily life of those carrying out secretarial duties in an office.

Continuing education

WORLD MAKERS
(Saturday, 15.00 VHF4)

A history of world resources investigates how man has survived over the centuries. Angus Calder presents and updates themes such as: did milk enable people to migrate northwards to Britain and have doctors or drains been more deadly to disease? An exhibition of "The Human Story" starts on November 21 at the Commonwealth Institute in London.

SOVIET TELEVISION:
(Thursday, 20.00 BBC2)

What is a typical evening's viewing on Soviet television? What is Russia's most popular programme? The first programme looks at factual broadcasting while the second shows light entertainment, comedy and drama.

Times Available For Recording From Sunday 17th November 1985	
Approximate Transmission Times	
Monday 19th November	Wednesday 20th November
8.00pm Looking For Trouble: Landings For Code C	8.00pm Looking For Trouble: Landings For Code C
8.30pm Divine Rapports For Code B	8.30pm Divine Rapports For Code B
Tuesday 21st November	Thursday 22nd November
6.00pm The British Programme For Code F	6.00pm The British Programme For Code F
7.15pm Short of The Dragons (Underground - Repeat For Code E)	7.15pm Short of The Dragons (Underground - Repeat For Code E)
8.15pm The Wally on the Wall: Who Goes There? For Code G	8.15pm The Wally on the Wall: Who Goes There? For Code G
Monday 18th November	Wednesday 20th November
10.00pm This Land of Englishmen: Lovers Of All They Surveyed For Code C	10.00pm This Land of Englishmen: Lovers Of All They Surveyed For Code C
Tuesday 19th November	Thursday 21st November
7.45pm Yours Altered: For Code B	7.45pm Yours Altered: For Code B
8.00pm Well Being Special Report: Heart Attack - Repeat For Code B	8.00pm Well Being Special Report: Heart Attack - Repeat For Code B

Fair hearing

J C G Hill reports on a research study into auditory ability and language development



"You haven't listened to a word I've said. I've told you that three times already! Heavens, child, are you deaf?"

A situation such as this, in a rising crescendo of frustrated teacher-child interaction, is one which occurs all too frequently in our classrooms. Much remedial language teaching is based on a phonic approach, but this assumes that the child has adequate aural facilities.

Two years ago we undertook a preliminary investigation at Cowplain School - 267 children in the second year (12+ years of age) were tested using the Just-Jordan Auditory Discrimination Profile, and 30 of these children were also investigated using the Bradley Assessing Reading Difficulties test.

This preliminary study indicated a link between auditory ability and reading ability in 12-year-old children, but it did not explain why some children had poor auditory discrimination and poor auditory organization. Such records that were available did not indicate any link with early hearing problems. The only reference to hearing ability on standard school records as received by the secondary school is a notation to the effect that a child has failed a pure-tone sweep screening test. Recurrent ear infections are not normally noted on a child's records when he transfers to secondary school.

As a result of the questions raised by this preliminary study, research was undertaken at Southampton University to investigate possible links between recurrent otitis media or "glue ear" and early language development.

Two groups of children, aged from five to eight years of age, were compared. The otitis media group consisted of 20 children with a medical history of recurrent otitis media. The comparison group was individually matched for age, sex, school, environment and had negative histories of otitis media. The groups were drawn from seven first schools in Southampton, ranging from central-urban areas to semi-rural. The children were tested for auditory discrimination (Wepman Auditory Discrimination Test), auditory organization (Assessing Reading Difficulties test), receptive vocabulary (British Picture Vocabulary Scale) and Intellectual maturity

(Goodenough Draw-a-Man Test). The audiometric status of each child at the time of testing was assessed by pure-tone audiometry.

Audiometric results at the time of testing indicated that the otitis media group had a significantly poorer hearing threshold than the comparison group at 2000Hz and 4000Hz. In all the language assessments, the otitis media children, as a group, obtained lower

"Heavens, child, are you deaf?"

scores than the comparison group, while the intellectual maturity of the two groups was not significantly different. These findings indicate that the otitis media group have poorer speech sound discrimination, poorer verbal concepts in terms of understanding the meanings of words spoken to them, and poorer auditory organization, in that they are less able to categorize their speech sound input.

A particularly interesting finding was that while there was a strong positive correlation between intellectual maturity and receptive vocabulary for the comparison group, the correlation was minimally negative for the otitis media group. There is a suggestion that the scores of the otitis media group may possibly reflect that some automatic compensatory switch has been made to using a more visual mode of perception. It could be suggested that because of the nature of the Goodenough DAM test, those children who have begun to depend more on their visual perceptive skills may score slightly higher than would normally be expected. Such a result would seem to indicate that remedial language teaching would be more effective for them if the visual input were to be emphasized.

Class teachers' evaluation of the children's language and social development in the second term after entry to school were also analysed. (See table for results.)

These figures are a strong indication that reception class teachers identify otitis media-prone children as children with poorer speech and communication skills. To some extent, these children also seem to be identified as

poorer in the areas of emotional and social skills and in their response to the learning situation.

Teachers have been criticized by members of the medical profession for neither appreciating nor understanding the problem of otitis media-prone children. My impression was that this was not the case in the schools involved; rather, teachers were hampered in their effects by a number of factors:

● They did not always know that a child was prone to middle ear infections. As the condition often manifests after or during an upper respiratory tract infection, frequently a child will return to school after an absence with a note stating the child had "had a cold". Teachers could be alerted to the possibility of this problem if parents were asked about early ear infections when the child first began school.

● There is the reasonable expectation by teachers that the standard screening test for hearing defects is accurate, yet nearly half the otitis media children in the Southampton study had passed the standard screening test. One head teacher reported that though she had referred a child with suspected hearing loss to the School Health Service four times, it was only on the fourth occasion that a hearing loss was detected by pure-tone audiometry.

● Though three-quarters of the literature researched in the Southampton study was available from the Medical School library, very little information was obtainable from sources normally available to teachers.

Although this study does not "prove" the causal links recurrent otitis media/auditory deprivation/language defects, it does suggest certain questions valuable in the literacy teaching of special needs pupils: does the child have a history of ear infections?; has the child passed/failed the audiometric pure-tone sweep test?; does the child have poor auditory discrimination and organization?; if the child is not responding to phonic teaching, would there be more progress made using a visually-emphasized approach or at least a multi-sensory one?

J C G Hill is head of the Special Needs Department at Cowplain Comprehensive, Cowplain, Hants.

Speech and Communication:

The otitis media group scored lower grades throughout, ie sub-group (a) ability to make himself understood sub-group (b) ability to retain and transmit simple messages sub-group (c) ability to listen to stories with enjoyment sub-group (d) ability to hold a simple conversation

Emotional and Social Development:

The otitis media group scored lower grades in: sub-group (a) ability to accept change sub-group (b) ability to form appropriate relationships with peers sub-group (c) ability to form appropriate relationships with teachers Both groups were graded equally in: sub-group (d) degree of confidence and self-sufficiency

Response to Learning Situation:

The otitis media group scored lower grades in: sub-group (a) ability to persist at a task sub-group (b) ability to attend solely to the task in hand sub-group (c) given free choice, the ability to choose a task and settle down to it. Both groups were graded equally for: sub-group (d) level of curiosity displayed

SHAPING UP

Marsha Hanlon on a project to involve disabled children in artistic activities

Shape was started in 1976 to give people with disabilities an opportunity to participate in arts activities. From its London beginnings, it has grown into a network of more than a dozen organizations in England, Scotland and Wales, which train professional arts workers to lead workshops at special schools, as well as in hospitals, day centres and other institutions.

Photographers, puppeteers, actors and dancers are among workshop leaders, and further expertise comes from potters, musicians, clowns and maskmakers. At courses run by Shape, these performers and artists learn workshop techniques and their application for those with special needs.

Shape also arranges touring performances and exhibits, organizes training courses for teachers and hospital staff, runs discount ticket schemes to make arts events accessible to those with disabilities and campaigns to change attitudes and encourage integration.

It's the workshops, though, that can best showcase teachers in special schools to expand their own efforts. Shape sets up workshops on a trial basis, often funded from its own grants. After an initial series with a workshop leader, it's up to the school to continue what Shape has begun.

Susan Boothby, teacher in charge of

the autistic unit at London's Millbank School, was favourably impressed with the three months of movement classes provided by Shape. She convinced a charity to continue funding the project, so a Shape leader has been running sessions at the school for several years.

Now, says Ms Boothby, "it's part of our routine". Pupils, aged three to 11, have had several leaders over the years, but the unit finds that "all the dance therapists seem so well trained and catch on to the children's needs very quickly."

Ms Boothby or an assistant may attend a session to help a shy child feel more comfortable, but this is rare. Learning to cooperate with someone else, she says, is particularly useful for autistic children.

At Greenvale School in London, they opted for a Shape photography workshop for senior pupils with severe learning difficulties. "It was something the school couldn't offer," explains teacher Carol De Rosa, "and taking and developing pictures is a useful leisure skill which other people don't necessarily have."

Pupils on this project, which began over a year ago, have a chance to go into the community to take pictures. They're taught to use a darkroom and, says Ms De Rosa, "they get a good end



product". She also finds it advantageous for students to take instruction from someone from outside.

Although these two schools are continuing with their workshops, others regrettably ended their projects because of financial constraints. Deaf pupils at Oak Lodge School have finished their series of dance workshops. The programme, led by a drummer as well as a dancer, was planned in conjunction with the teacher in charge of performing arts, Hilmi Kappelhoff.

"We discussed ideas and how to apply them to this group's needs and abilities," says Ms Kappelhoff. "Because she felt it would confuse the children to see their teacher in the role of a student, she limited her own

participation in the workshops. Nevertheless, this drama-trained teacher incorporates ideas triggered off by Shape leaders in the "dance, drama and movement rolled into one" that she now teaches.

"I'm not music trained," she explains, "so I found it especially helpful to see how the drummer got children to use different parts of their bodies. And what they learn spills over into developing speech and language as well as confidence."

Shape-led sessions, it's clear, can help children at special schools with everything from motor coordination to memory. It seems, however, that some schools are so pleased that some pupils to outside experts that they miss out on longer-term benefits.

Few teachers use the opportunity to learn from workshop leaders, although observing or participating in Shape sessions could enable schools to continue the project if finance runs out. There are also useful links to forge with local arts and community centres, but rarely do either teachers or workshop leaders take the initiative.

"We suggest to teachers how to carry on the activities," says one Shape administrator. "We're concerned about the workshops being too self-contained, but we have such limited resources that we have to leave it to the schools."

For information about the nearest affiliate, contact Shape at 9 Flaxton Square, London, W1P 6AE (tel: 01-388 5422).

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Applications are invited for
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BUCKINGHAMSHIRE

Equal Opportunity Employer
KING'S WOOD COUNTY
MIDDLE SCHOOL
Tortoise Lane, High
Wycombe, Bucks. HP13 7LR
Applications are invited for
the post of HEADSHIP of this
school from September 1986.
Roll: 212 boys and girls aged
4-11.
Group 4.
Applications are invited for
the headship of the above
school for appointment from
September 1986, or as soon as
possible after that date. This is
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CLOSING DATE: 29 Novem-
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EDUCATION COMMITTEE
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EXTRA

The bear facts

Mary Cadogan celebrates Rupert's sixty-fifth birthday

"I s'pose I'm now an O.A.P."
Cries Rupert to his chums in glee,
"To celebrate, let's take a trip
By plane or some strange flying ship

Rupert Bear, who is sixty-five years old this month, must be Britain's longest running newspaper-strip hero. As well as his appearances in the *Daily Express* he has been starred in his own comic, while books of his exploits have sold over 100 million copies in at least 18 different countries. He has acquired further celebrity in television, stage and film productions, and by the use of his name to popularize a wide range of spin-offs from toys to toiletries, from chocolates to china, and from jewelry to jigsaws.

In this auspicious year of Rupert's old, his most famous illustrator, Alfred Bestall, has been awarded the M.B.E.: also Pavilion Books have this month published *Rupert: A Bear's Life* by George Perry and Alfred Bestall (£9.95), which meticulously traces and beautifully illustrates the history of the furry Peter Pan of Nutwood village. The year is also marked by the publication of the fiftieth *Rupert Annual*, which strikes a nostalgic note by reprinting one story from each of the six decades during which the annual has appeared. And, lastly, Express Publications are issuing a facsimile of the first (1936) annual.

Rupert came into being as the result of a circulation battle. He was the *Daily Express's* answer to Folio's *Teddy Tail*, who started in the *Daily Mail* in 1915 and soon achieved tremendous popularity. After experimenting with several other anthropomorphic animal characters, Mary Tourtel, an established illustrator and the wife of an *Express* sub-editor, came up with Rupert in 1920. She

continued to draw the strip (and to produce its uncertain but intriguing rhymes and rhythms) until her eyesight started to fail in 1935, when Bestall took over the series and remained the regular illustrator until 1963. He went on drawing for the Annual for several years while other artists continued with the daily strip. This is now illustrated by John Harrold, and its stories are written by James Henderson, the present editor of the series.

Despite changes of artists and writers, Rupert's appearance and character have remained remarkably consistent. Mary Tourtel created his familiar garb of jersey, checked scarf and trousers in the very first picture-story "Little Lost Bear", and this has been adhered to ever since, although from time to time readers have suggested that Rupert's image should be transformed by the wearing of a scout uniform, plus fours, an Eton suit, leggings and knee breeches, a kilt, or jeans and a space-helmet!

There is a strange timelessness about the world of Rupert Bear, Bill Badger, Algy Pug, Poddy Pig, and so on. Animals, humans, fairies and toy characters rub shoulders without any sense of unreality, just as flying saucers and mediaeval-clad magicians can crop up happily in the same story. Life in Nutwood, despite the ogres, giants, dragons, dwarfs, wizards and weirdos that seem to surround it, is rooted in the nursery cosiness that epitomised children's books of the 1920s and 1930s.

Until now, Rupert's middle class values have not upset critics and reviewers; neither have feminists yet pounced upon Rupert's perpetually pinfolded and home-orientated Mum. It is true that *Oz Magazine* in its notorious "School Kid's Issue" en-

deavoured to batter the bear's bland image by illustrating him (with the addition of suitably distasteful rhyming texts) crudely laying an elderly woman. This extraordinary depiction was possibly a reaction to Rupert's having been made into a cult figure, symbolic of international tolerance, by the hippies and flower-people of the late 1960s and early '70s.

Ironically - now that Rupert has been around long enough to begin to draw his Old Age Pension - he is having to meet some stern criticism. In ILEA's *Anti-racist Education Bulletin* No. 3 (Summer 1985) an article on racist reading schemes in schools ends with two Rupert pictures postscriptorally captioned "Many of the books that children read at home, for pleasure, are also racist." It should be stressed that the reprinted pictures are not from contemporary or recent stories but from scripts of many years (or, one hopes, decades) ago. They show Rupert in tropical jungle setting encountering pouting-lipped, rolling-eyed "savages" who are drawn according to stock story-book images of the 1920s and '30s. James Henderson points out that stereotypes like this were dropped long ago from the series, and that they in no way reflect present editorial attitudes. He comments that before old stories are re-run they are assiduously vetted for anything that might give social offence.

Despite the apparent changelessness of the saga, there has already been a lot of updating, often in the interests of children's safety. Rupert, when motor-cycling, now has to wear a crash-helmet (although when becoming airborne, as he does during almost every episode, in anything from an umbrella to a laundry-basket, he wears no protective headgear at all). In



The first picture, by Mary Tourtel (1920)

repeats of some stories the use of fireworks has been played down, and Rupert's uncle who used to be shown smoking a cigarette is now no longer allowed to do so. Rupert can no longer be shown eating some strange "pill-shaped" things that he has found, or taking sweets from a stranger! And of course he can no longer go to "gay" little parties.

A. E. Bestall, on taking over the strip in the mid-thirties, scrupulously respected editorial edicts that the strips should not feature desperately unsavoury "baddies", or dwell on magic of the murkier kind. Mary Tourtel, who was much preoccupied with mystical quests and fairy tales, had created a brooding, Gothic mood in her later Rupert stories. Bestall reintroduced the pastoral traditions and balladic style, and made Nutwood and its environs (all those forests, caves, ice palaces and lush islands) sunnier, fresher and happier. He also threw in some dashes of simplistic science fiction, with boffins and back-room boys skilfully helping Rupert to foil wrong-doers by the use of high-tech apparatus.

Rupert has outlived other anthropomorphic cartoon characters, like Teddy Tail, Tiger Tim and Pip, Squeak and Wilfred. He has also remained a front-running bear despite competition from the more classic story-book bears like Pooh, Mary Plain, Paddington and Albert. This, perhaps, is because Rupert is the most humanised of them all. He is appreciated not only by children but by parents who enjoy his exploits and possibly see him as an example to their offspring. For despite his furry appeal Rupert thinks, acts and feels like a real boy - and like an ideal child - engaging, considerate and well-mannered, able to rout monsters and mobsters without tearing his smart checked trousers or messing up his immaculate jersey. And, getting back again to this famous garb, just when does the fur end and the human skin begin? We shall never know. Rupert has retained his secrets for 65 years and he is not likely to gratify our curiosity in the future by appearing starkers, or even in bathing trunks.

EXTRA

Four legs good

Julia Eccleshare meets prize-winning novelist Dick King-Smith

Having written one book and had it accepted for publication (albeit with some pretty heavy editing) Dick King-Smith thought that writing was "jammy". He wrote his second book and sent it off. It has still never seen the light of day.

It is hard to imagine that now, when with every book Dick King-Smith seems to show a sureness of touch which ensures his popularity and success as a contemporary writer. *The Sheep Pig*, his best book to date, won *The Guardian* Children's Fiction Award in 1984 and has just been named as *The Boston Globe* Honor Book on its publication in the United States. His background as a writer is unconventional but, in part, it provides the key to his strengths and special qualities.

Dick is every inch a country person having been born and brought up on a few miles from where he now lives near Bristol. Talk of going to London, even for a brief visit, sends obvious shivers up his spine and he tells laughingly of a recent occasion when he made his way to Guildhall Street, SW1 instead of the Guildhall to attend an important, royalty blessed occasion. His first love was and is farming. But farming is not just loving animals and tilling the soil as Dick found to his cost. Accounting, adding up and subtracting, was more important and Dick was finally forced to give up the farm by his bank manager. After an unhappy and unproductive interlude he decided to teach. He wanted to teach primary children in the country. He taught juniors and infants and found infants preferable because he could do their maths. It is clear from the way he talks about children that he loved teaching them though he is the first to say that he was never really a "teacher". But those teaching years provided two vital ingredients for Dick's writing: first (though I think it is also in-built in him) it developed his strong sense of audience and second it gave him a six week long summer holiday in which he wrote his first book *The Fox Busters*.

All that is in the past, but it explains a great deal about what Dick writes and how and why. His stories are all about animals. They are more in the tradition of E. B. White's *Charlotte's Web* than the more recent style of animal allegory such as *Watership Down* or *The Song of the Waverley*. Dick likes animals and he respects them. Based on a quasi-scientific table and his own observations he believes that

there is a clear intellectual pecking order among farm animals. Pigs are tops, ducks he says sadly, for he loves them himself "a bad punster" in ordinary life but his written jokes are far funnier and more subtle than that would suggest. He is able to exploit pathos to the full through both observation and dialogue. *Saddlebottom* is not the first of his animal heroes to start down and end up on top. He also has a strongly developed sense of the absurd which enables him to create such characters as the eponymous Sheep Pig - a piglet who is brought up by a sheep dog and so learns to herd sheep, a super mouse who is fed on porker pills (Magnus Powermouse), and *Saddlebottom* himself. He laughs, in the nicest way possible, at people and institutions too. The books all have a firm morality. The weak can take on the strong, the wisest can outthink the cruel and the view of adults (especially parents and teachers) is properly anarchic. The mixture of the naive and the sardonic is exactly right, with Jackson of the running nose making a list of the things he can't do - kissing girls, singing opera, and being a brain surgeon ("Scalpel... suture... clamp... Kiener"). The story's seasoned with eschatology; and it mayn't be Great Literature, but read it all the same.

Saddlebottom, his latest book, is the story of a pig - a Wessex Saddleback whose saddle markings have slipped, making him a saddlebottom rather



than a saddleback. Dick uses the bottom joke knowing full well that he can raise an easy laugh with it but he uses it sparingly and his real humour lies elsewhere. *Saddlebottom*, rejected by his haughty mother and spurned by his siblings, is befriended by a resident rat who warns him of the fate of pigs. Spurred on by the solicitor rat, *Saddlebottom* runs away, meets up with a wonderful cat creation, Bendigo Bung-Eye - who had an "Argument with a lorry. Came off worst." And, by a series of lucky and unlucky chances ends up as the regimental mascot of the Royal Wessex Rifles (regimental march "Weeds be in the mangle-worrels. Hoel! Boys! Hoel!") Consigned by an accident of birth to a humble and lowly role in life, *Saddlebottom* ends up as the most famous pig of his litter - presented to royalty and starring on TV. The plot is a little too dependent on coincidence but this hardly detracts from the wit and vigour of the story.

Dick's particular background provides the first foundation of his writing. The second bedrock is his

humour. Although his books are intended primarily as adventure stories they are also very funny. He calls himself "a bad punster" in ordinary life but his written jokes are far funnier and more subtle than that would suggest. He is able to exploit pathos to the full through both observation and dialogue. *Saddlebottom* is not the first of his animal heroes to start down and end up on top. He also has a strongly developed sense of the absurd which enables him to create such characters as the eponymous Sheep Pig - a piglet who is brought up by a sheep dog and so learns to herd sheep, a super mouse who is fed on porker pills (Magnus Powermouse), and *Saddlebottom* himself. He laughs, in the nicest way possible, at people and institutions too. The books all have a firm morality. The weak can take on the strong, the wisest can outthink the cruel and the view of adults (especially parents and teachers) is properly anarchic. The mixture of the naive and the sardonic is exactly right, with Jackson of the running nose making a list of the things he can't do - kissing girls, singing opera, and being a brain surgeon ("Scalpel... suture... clamp... Kiener"). The story's seasoned with eschatology; and it mayn't be Great Literature, but read it all the same.

Dick's own warm, modest personality is well reflected in his books. He enjoys writing about animals and he likes, knows and understands the children he is writing for. He is as direct and natural as he appears on television. He did a slot on *Rub a dub dub* with his dog Dodo and is currently appearing in *Pob's Programme* on Channel 4. He is now an established, professional writer - and a highly accomplished one. Myrtle, his wife, says that he becomes quite odd if he has nothing to write - not a situation that can arise often at the moment as he has a string of books of all sorts coming out next year.

Dick is a natural story teller with a wealth of material to draw on, and invention to match. His books provide a witty and positive antidote to the diet of social realism which sometimes seems to prevail too strongly in what we offer children to read.

Saddlebottom is published by Gollancz at £5.50 and *The Queen's Nose* is published by Puffin this month.

Odd one out

Back Home. By Michelle Magorian. Viking Kestrel £7.95. 0 670 80670 6.

Michelle Magorian's first book, *Goodnight Mister Tom*, was one of the best-selling children's books of 1984. It is the story of a skinny East End evacuee who thaws out the frozen heart of an old countryman struck a sentimental chord in readers of all ages. *Back Home* has a strong mid-Atlantic theme (which is a big advantage for British writers these days) and may well be another success.

The year is 1945. Twelve-year-old Rusty, after five wartime years in America, returns to England as a stranger in her own country. In effect she's an American girl. And she has a

dreadful time. Her accent is derided and her free-and-easy manners regarded as uncouth. Mother, though she's a WVS worker and has made herself into a motor mechanic, is uptight and easily shocked. Grandmother is starchy and censorious; Father, back from the war, is a martinet who issues orders that must be obeyed "because I say so". Rusty is sent to a bleak and snobbish boarding school, where she's treated as a pariah. She meets a boy from a nearby school and builds with him a refuge in the woods; but he prefers rugged to girls and lets her down. She runs away from school and gets herself expelled. But all comes well in the end, after battling her way through nearly 400 pages she finishes up at a progressive school and on good terms

with a mother who is now liberated from Father and living free in Devon. "I can remember 1945, and I don't think Ms Magorian has got the atmosphere right. The British, shaken up by the war, weren't as prim-and-proper as she thinks. American accents didn't cause derisive comment; everyone was used to them. The writing of *Back Home* is prolix and often clumsy, the characters mostly overdrawn. But Rusty herself redeems the story; she's a fine, high-spirited heroine, and you find yourself right in there, battling along with her. This may not be a good book; it may even be a bad book; but if it's a bad book it's a good bad book, and it will give a lot of pleasure.

John Rowe Townsend

Down to earth

Cracker Jackson. By Betsy Byars. The Bodley Head £4.95. 0 370 30859 X.

Betsy Byars is almost a cult writer with children at a certain stage of their growth as readers, and that means she runs the risk of being frowned upon for producing microwave stories instead of hewing them out of the living words. But that wouldn't be fair at all: *Cracker Jackson* is a perfect example of the demands she makes upon her readers and why they respond to her.

There's a theme calling for some social awareness - Alma, who was not long ago a 11-year-old Jackson's

favourite baby-sitter, is being knocked about by her husband Billy Ray, who used to be such a kind and loving fellow. Then there's the way each chapter is like a sequence from a film, ending with a mystery to be followed up later or a dramatic scene so that you have to flip in the space in the jig-saw - imagining just how it was when Alma settled in to Avondale, a battered wives' retreat. And there's the satisfaction of a plot that wastes nothing in showing how people can care enough about things to cry.

It is all seen from inside the skin of a child's mind, where desperate things like

spitting and messing up an old tale such as "Billy Frog" are brought together so as to cut both down to size; where the view of adults (especially parents and teachers) is properly anarchic. The mixture of the naive and the sardonic is exactly right, with Jackson of the running nose making a list of the things he can't do - kissing girls, singing opera, and being a brain surgeon ("Scalpel... suture... clamp... Kiener"). The story's seasoned with eschatology; and it mayn't be Great Literature, but read it all the same.

Ralph Lavender

New!

Michelle Magorian Back Home

Following *Goodnight Mister Tom*, her highly acclaimed winner of the *Guardian* Award for Children's Fiction, Michelle Magorian has written a powerful new novel about the experiences of a returning evacuee adjusting to life after the war.

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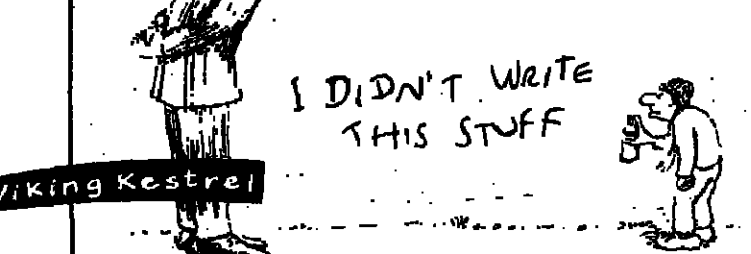
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I DIDN'T WRITE THIS STUFF

Viking Kestrel

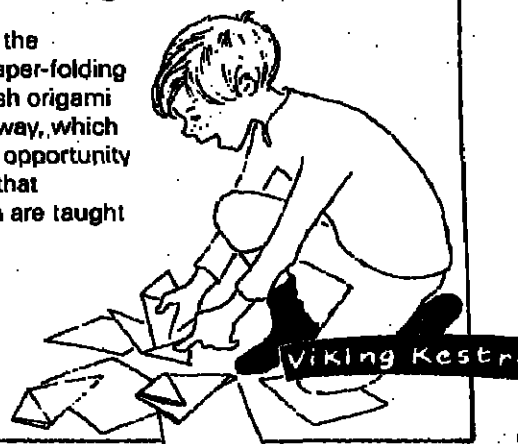
Dokhuohtei Nakano

New!

Easy Origami

A classic guide to the Japanese art of paper-folding translated by British origami expert Eric Kenneway, which provides a unique opportunity to learn the skills that Japanese children are taught in school.

0 670 80382 0
Ages 8+ £5.95



Viking Kestrel

Cat's eyes

the joke of the title needs some laborious explanation: by name in these stories, and that briefly. It does not matter. It is the kittens' reactions that the young readers will share. Who has not felt envy and disappointment at being excluded from an invitation to a Christmas party? Yet only these two black kittens could consider acting as toys on the Christmas tree in order to get there. Not all eight-year-olds will have the vocabulary or the urbanity to enjoy the "amiable smiles" which the kittens fixed on their faces as they perched

among the pine needles; or to take much delight in the architectural joke of Cleverly Bilton, as a name for the grandest hotel in town, which Richard and Thomas sniff under the guise of "rodent detectives". All that is a bit of fun for the grown up, and this book is really meant for reading aloud. In any case Robin Jacques' lively and humorous drawings make the picture quite clear. Throughout the book, his illustrations completely match the mischievous spirit of these well-meaning cats as they save a band of strays from a police round up; free a conjuror's rabbit; rescue their master from an April Fool that misfires; and win a poetry contest. Shirley Toulson

Two worlds mix

The Hounds of the Morrigan. By Pat O'Shea. Oxford University Press £9.95. 0 19 271506 2.
The Song Under the Water. By Jean Morris. Bodley Head £6.95. 0 370 30825 5.
Fire and Hemlock. By Diana Wynne Jones. Methuen £8.95. 0 416 50960 6.

The Hounds of the Morrigan is a first novel by an unknown writer. It is over 450 pages long, and it falls into no comfortable category. It is a quirky, wayward book that tries to fuse high fantasy and low comedy. In these cautious, conventional days, OUP deserves three cheers for taking a risk on it.

It would be nice to leave matters there, but it would be scarcely fair not to admit that I found it virtually unreadable. There may be ideal readers out there who will fall on *The Hounds of the Morrigan* as a delicious morsel prepared specially for them, but most will find it tedious going. The book is set in Ireland, and takes two present-day children on a "journey of wonder and fear" through the Celtic twilight, pursued by the hounds of the Irish triple war-goddess, the Morrigan. There are echoes of other writers, notably the Masfild of *The Box of Delights*, but the book has a strong individual flavour, because the wonder and fear are shot through with farce. On the page, especially in Pat O'Shea's rather leaden prose, this makes an uneasy mixture. One can imagine it working well as a comic-fantasy television serial, with its larger than life self-defeating villains, its dreamlike intermingling of the real and the magical, and its bewildered child heroes. The Morrigan in one of her human guises, straddling a Harley Davidson with her blue hair streaming and a dagger in her garter, might be fleshed into a figure of real menace and amusement by a good actress: in a book, the joke goes pallid, and the terror never grips.

The Song Under the Water is a more sedate, predictable affair. Once again, two worlds merge and mingle. The link between them is two boys, and the

element of water; the setting is rural, nebulous, archaic; the tone is wistful, nostalgic, melancholy. It is a story to read and forget, in a style both readable and forgettable.

Diana Wynne Jones's *Fire and Hemlock* is - despite flaws - a more substantial and intriguing book. It is a girl with two sets of memories: one of a normal, dull adolescence and, submerged, a shadowy apprehension of some precious thing won and lost. As she explores this second memory, the book unfolds its patterns of love and possession, to the tunes of "Tam Lin" and "Thomas the Rhymer".

Several children's writers have used "Tam Lin" for such purposes before, notably Alan Garner, who buried its theme at the heart of *Red Shift*, its Catherine Storr, who explored its psychological implications in *Thursday*. For Diana Wynne Jones the fairy queen is still a living presence, a belle dame sans merci who lures on promising young men and cherishes them for sacrifice. Polly had unwittingly stumbled into the court as a child, and drawn from it such a man, the musician Tom Lynn. Tom sees in her a chance of escape and their growing friendship, tenderly and amusingly told, holds a promise of freedom. But they are harried and pursued by Laurel, the war-goddess, and her emissaries, and as Polly matures into womanhood, Laurel is able to make use of Polly's confusion of feeling to secure Tom once again for herself. As Polly uncovers such memories, retracing the past becomes a race against time, as she understands that Tom can still be saved by the power of true love.

The novel is written with sprightly enjoyment, and the characters both human and fairy are sharply defined. But there is something just a little feeble about the supernatural element; a whimsy which is quite missing from, for instance, the harshly accurate portrait of Polly's self-pitying mother. As a writer of light fantasy, Diana Wynne Jones is inventive and beguiling; but I continue to feel that, behind the incantations, a shrewd realistic voice is waiting to have its bare, bleaker say.

Neil Philip

A & C Black Winner of the T.E.S. Junior Award



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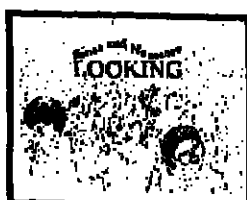
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One step beyond

Naomi Lewis on picture books

Fantasy: you reach the edge of the probable and then step over. But for most young children the probable is like the horizon, always just beyond, and never there when you reach it anyway. Every image works: the talking animal, the doll that comes to life; a man the height of a grass blade; boats that fly. It is good to have such furniture in the mind; the first that enters is the last to be shifted out; which may explain why so very few picture books for the youngest children deal in facts alone. The basic luggage of human experience goes along every time.

I'll start with the most intrinsically magical, the sort of book that child might keep for years: David McPhail's *The Dream Child* (Heinemann £5.95). Is *Dream Child* the dreaming child? Or one that visits a dreaming child? Hard to say. A little girl and her teddy bear sail through the night in a boat with wings. They are sheltered by cows and sheep; they look after a lion in trouble, feed him with grapes. The mood of Eugene Field turns to Sendak; ogres (much like humans, Sendak fashion) are restored to sanity and other such happenings. Then the bear flies off again into the night. If this sounds suspiciously whimsical, the strength of the pictures keeps such thoughts at bay—mostly.

Fiona French is, at her best, one of the most impressive picturebook artists of today. In *The Maid of the Wood* (Oxford £5.95) she returns, in part (not entirely though) to the manner of her *King Tree*, most striking of all her books. As always, she devises her own text, and does this well. Four men return from market through a thick dark forest. They build a fire for warmth and safety, and take turns to keep it alight. The woodcutter fends off sleep by carving a wooden doll. The tailor makes it a bright peasant dress. The jeweller gives it tiny rings and necklaces. The holy man gives it life. Morning comes, and off the dancers into the world. But the core of the book is not in the girl; it is in the power and mystery of the dark, the shadowed midnight faces dominating the page; this artist at her best.

Winter Magic by Michèle Lameux and Eveline Hasler (Methuen £4.95) has the lightest touch of fantasy; but given the scene itself, it invades the whole. A fretful boy in a lonely farmhouse, set in snow-covered fields, is invited out by his white cat to see the secrets of winter. "Climb on my back," says Puss. He has grown larger—or in Peter's smaller?—and off they start through the white waves and hollows of the snow. The cat stops at a tree, scratches the earth to reveal a hole and



An illustration from *Little Man's Lucky Day*

they go deep underground, where the roots of plants and trees are very much alive. So are the wood mice and the foxes and birds above. Only the cat uses words, though, and not too many of these. Yes, yes, there is a magical grain or two, but it is a magical book none the less.

Where do the Wicked Witches Live? by Juliet and Charles Snape (Julia MacRae £5.25) is a commendably clever book, playing on fancy in a boldly factual way, and on fact with a curious hint of mystery. Boy asks sister, "Where do witches live?" "Over the hills and beyond the trees," she says, not looking up from her book. There he goes, only to be told by a white goat, "In the woods where it's leafy and dark." In this way his searchings take him deep in the forest, high on the mountain (see him climbing the dizzy crags), down in the town (the eagle's answer), in the alleys at nightfall. There, an old woman tells him, "In story-books; that's where they live." But as he turns home, he does not see what we see in the sky, nor, in each of the pictures, the cunningly eerie clues set out for those who care to look. Oddly, the artist, so good on animals, mountains, witches too (the cover picture is splendid), loses the touch with human children. The boy could come from a breakfast food advertisement. Child readers won't mind that.

In the engaging *Harriet and William* and the *Yarville Creature* by Valerie Carey and Lynne Cherry (Andersen £5.95) H and W are, I think, squirrels, but persons for the story's purposes. William, a quiet stay-at-home, is a wonderful gardener. See the pictures of life-size flowers, the superb tomatoes and such. Harriet likes adventure. She builds a spaceship, lands on a bleak and cratered planet, finds a sad dragon with nothing to eat but stones. She goes back, persuades William to

start a planetary allotment for the creature. He does this most effectively. Now they are at home again. William is gardening. Harriet is building a boat, planning a trip round the world. Pictorially, too, this book is excellent. The dragon is hugely dragonlike, but better still are the flower scenes, ravishing in their Pre-Raphaelite colour and detail.

Little Man's Lucky Day by Max Velthuis. (North-South £5.56) delightfully adds to the Velthuis "Little Man" saga. Exactly aimed at very young children, with deceptively simple pictures in joyful colours, in its own game it could hardly be bettered. Little Man finds a four-leaf clover, and carries it through the day, sure that it brings him luck. When he trips over—how lucky that he hasn't broken his leg! When he falls in the pond—how lucky! he might have drowned! Frog, rabbit and grasshopper shake their friendly heads. But here is an optimist in action—if you want your child to learn a new word.

The Gift by John Prater (Bodley Head £5.95) is a big, inviting, overplanned book, set out Briggs-type cartoon fashion: numbers of square or rectangular pictures to a page. It's wordless, but words aren't needed. A large box arrives for young brother and sister. What's inside? Two child-sized chairs, plastic from the look of them. Well, what can you do with chairs? (Quite a lot, actually, but I don't want to spoil the tale.) The cardboard box attracts them more. They climb in, up into the air, and off they go, along railway lines (don't try that yourselves), through tunnels, over the sea, under the sea, through an ancient wreck with a box of treasure, in and out of a whale, over a sheer precipice, finally home. Look hard; is she still wearing the necklace that she took from the treasure box?

Good guide books

Mary Hoffman on some annual recommendations

The "Signal" selection of children's books 1984. Edited by Nancy Chambers. The Thimble Press £2.50 0903355167. Children's Books of the Year 1985. Selected by Julia Eccleshare. National Book League £3.50 085333954. The Good Book Guide to Children's Books 1986 Edition. Penguin £3.95 0 14 008245 X.

Here we have three guides to children's books, each mentioning a different year, but covering quite a few of the same titles. So let's start by untangling dates. The Signal selection (SS) is straightforward. It is an annual review, published this year in May, of the best children's books of the previous calendar year. It has a number of contributors and is only the third such round up so far.

If the Signal selection is a relative fledgling, Children's Books of the Year (CBY) is a phoenix risen from the ashes. From 1970 to 1979 it was

compiled by Elaine Moss, a job taken over for three years by Barbara Sherard-Smith. Then financial disaster struck and no CBY for 1983 was published. The venture has been resuscitated with money from the Eva Reckitt Trust—whose benefactor was the founder of Collier's bookshop—and put into the capable hands of Julia Eccleshare. CBY 1985 covers the period from April 1984 to March 1985. The Good Book Guide (GBG) has its fiction selected by Julia Eccleshare also and Elaine Moss is its editorial adviser but unlike the others it can draw on children's books published in any period, provided they are still in print.

If you are still with me, we can now start to evaluate the evaluations. 1984 saw the publication of nearly 4,500 books for children. SS has 140 annotated entries although some of these cover more than one book. This then should be the cream and it does indeed provide a rich diet, particularly if you consume it all at one sitting. It makes

Continued on page 16

Will the real Alice...

Alice's Adventures in Wonderland. By Lewis Carroll. Illustrated by Alice B Woodward and Sue Shields. Bell and Hyman £7.95. 0 7135 2542 8. Alice's Adventures in Wonderland. By Lewis Carroll. Illustrated by Michael Hague. Methuen £9.95. 0 416 59630 4. Alice's Adventures Under Ground. By Lewis Carroll. Pavilion/Michael Joseph £9.95. 0 907516 94 7.

Re-illustrating Lewis Carroll is a tricky business: even for readers unenthralled about Tenniel's original drawings modern interpretations can come as a shock, given all our other existing images of Alice and company gleaned from film, advertisement, pantomime or whatever. But new editions still come and go, and while there is little to be said for a smuggy re-issue of Alice B Woodward's already undistinguished 1920 version, Michael Hague's contemporary illustrations make a more direct appeal, based as they are on studies of his own Alice-sized daughter. She certainly comes over as solid and real enough but too consistently good-humoured for a story as strange as this.

Both editions are aimed at children and produced in generous format with large, clear type. Adult readers, meanwhile, are also well catered for. Earlier this year Macmillan produced a perfect facsimile of Alice's *Adventures in Wonderland* as it appeared in 1866. Now, in *Alice's Adventures Under Ground*, we have an equally faithful reproduction of Carroll's earlier, hand-written version, illustrated by himself. Enthusiasts for the books will not object to this proliferation, since Carroll's stories manage to be part of the everyday landscape as well as objects for constant speculation. Anything that throws more light on them, while also offering one more dip into his extraordinary imagination, can only be welcomed.

The history of his manuscript is

fascinating in itself. Having sent it to Alice Liddell seven months after the famous boat trip, Carroll had second thoughts about the title: might it appear that it was a book containing "instructions about mines"? Later on he approached Alice, when adult, for permission to photograph his manuscript, a facsimile of which was published in 1885. The copy Carroll presented back to her was inscribed "To her whose namesake one happy summer day inspired his story," which really says it all. For while Carroll's original illustrations portrayed a languorous, pre-Raphaelite figure with long flowing locks, his portrait of Alice Liddell on the last page depicts a very different child, sturdy and with short hair cut roughly into a fringe. This



picture was then hidden by a photograph of the young Alice Liddell showing her looking much the same. So Alice in the story she is definitely not; this other figure merely borrowed her name. After that, she comes straight from Carroll's unconscious: an unsmiling presence viewing with grave

disapproval the odd characters swarming around her.

Such gravity is not surprising. In the first part of Carroll's original text, itself less than half the length of his final version, references to "poor Alice" and her frequent recourse to tears come particularly thick and fast. No wonder, when she at one stage fears she will disappear for good "like a candle" and almost immediately after is nearly devoured by a giant puppy. She is not the only favourite character in children's fiction who spends much of her time wondering miserably whether she is going to end up still alive. Peter Rabbit suffers from similar worries, also giving way to sobs. Adults can enjoy the comedy behind these potential tragedies; children tend to worry more, one reason why they sometimes keep their distance from Alice, only half willingly sucked into the story if they hear it from somewhere else.

As for Alice Liddell, while originally pestering Carroll to write the story down, she showed little interest in it subsequently, leaving his manuscript for years on a table in an ante-room. In 1928 she allowed it to be sold in America, despite last minute appeals from the British Museum. Shortly after she went to New York to accept an honorary degree on her eightieth birthday, processing down the aisle of Columbia University's vast Reading Room to the strains of "Rule Britannia". Back in London she received a bouquet at an exhibition of Carrolliana in 1932, flanked by the publisher Peter Davies, the original on whom Peter Pan was based. He was later to kill himself; for Alice Liddell, in the words she confided to her son, "Oh my dear, I am tired of being Alice in Wonderland. Does it sound ungrateful? It is—I only I do get tired." How fortunate that their ever-green fictional counterparts cannot also weary of the parts with which they too have been so arbitrarily lumbered.

Nicholas Tucker

Short and sweet

Philippa Pearce's new collection *Lion at School* (Viking Kestrel £5.50 0 670 83979 9) is primarily for very young readers, but could comfortably be read by or to children between the ages of six and eleven. It contains nine separate stories, each one of which is ideally suited to reading aloud, and offers a special experience. Five of them were originally broadcast in the classic BBC Listening and Reading series.

Nobody writes better than Philippa Pearce at this level. Though simple, the stories all have real resonance. The range is wide—from the small scale realism of "Secrets", a story about a family stopping for tea at a country tearoom, to the out and out fantasy of the title story. But this is actually a false distinction; real experiences are dwelt on so fully in these stories that they are never ordinary, while fantasy is always rooted in psychological observation. "The Great Sharp Scissors", for instance, one of the finest stories, is partly a modern fairytale, with witches and wizards dressed up as door-to-door salesmen. But partly it is a study of anger, naughtiness, guilt and repentance. The dangers in Philippa Pearce's fantasies may be exteriorised, but they are all located, actually, inside.

So children in these stories are often shown as more complicated than adults, knowing things that their elders do not know. "The world that they inhabit is less predictable and stranger than the grown-up world; it is more frightening and also much more exciting. The economy and shapeliness of the stories, the way in which in most of them a dilemma is first stated and then resolved, reveals great skill, and great understanding.

Catherine Storr's book *Cold Marble* (Faber £5.95 0 571 13582 X) is for teenage readers, and introduces eleven new ghost stories. The reader learns a good deal about the ghost world from this book, but in case incidental information should not be

sufficient there is actually one story that includes a short set of rules—"How to be a Ghost". In general this book introduces a good range of ghostly characters, from the knock-about, head-under-the-arm joker of "Bill's Ghost" (determined to live up to expectation), to the hyperactive houseproud spirit of "Fat Woman in the House", who cannot tolerate occupants of her flats falling below her own obsessive standards. The best stories, though, are those in which the normal world and the world of ghosts only brush against each other, communicating just a faint chill. In particular the two or three stories where new ghosts, who have just "crossed over", become aware of their changed status, carry a particular poignancy.

Sarah and Stephen Corrin's *Pet Stories for Children* (Faber £5.95 0 571 13642 7) is a nicely assorted menagerie of stories that all revolve round the relationships between people and pets, from cats to crocodiles, and from jackdaws to giraffes. Most have the ring of stories that would read aloud well, and junior children should enjoy hearing about, in particular, the boy and his goat who have to sit out a three day snowstorm in the middle of a haystack, and the baby kangaroo who is brought up in an old pair of trousers.

Aidan Chambers has created an anthology for much older readers of stories on the theme of Sport, called *A Sporting Chance* (Bodley Head £3.95 0 370 30668 6). There are some arresting new stories in this collection, which ought to interest people who'd never make the team as much as the real sporty types. Many of the stories bring out some of the ambiguous emotions involved in sporting activity for young people—the need to win, the compulsion of a particular sport, the sheer physical pain of training, and the weight of the expectations of teachers and parents.

Myra Barrs

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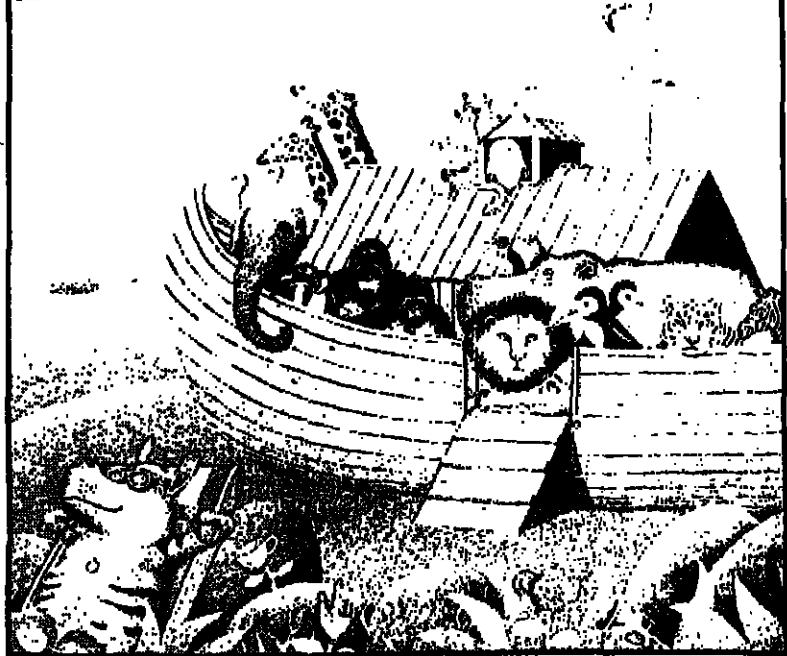
DENT

Folk and fairy

Hans Andersen did not write fairy tales. His stories are highly imaginative works constructed with great skill and artistry, and his genius lies in the care he took to make them speak out loud in the traditional folk-lore mode. Translators, therefore, being the mid-dlemen of literature, have the awkward task not just of interpreting his words but of carrying over the sound and rhythm of his voice. Many early versions failed miserably to do this, smoothing over his colloquial asides with excessive sentiment and piety, while ignoring his very individual use of humour.

Erik Haugaard's translation, first brought out by Gollancz in 1974, has now been published in paperback as The Penguin Complete Fairy Tales and Stories of Hans Andersen (Penguin Books, £6.95). Here is one of the rare attempts to let the reader directly experience Andersen's unique personality. Apart from a few intrusive Americanisms, Haugaard as translator is invisible. Through his subtle mediation, Andersen's voice comes quick and clear, now sharp and sly, now tender and compassionate, sometimes droll, sometimes grave. Each of the 156 tales is a minute yet perceptive piece of life, displaying an infinite variety of moods and brilliant imagery created by Andersen's acute response to human frailty and need. A pity, then, that this latest opportunity to compare and savour the entire works is cheaply bound and will not stand much handling.

Andersen's words are forceful enough to evoke their own mental pictures, and he himself was reluctant to have his stories illustrated. Haugaard's edition respects this, but artists have always been attracted to his work with some distressingly counterproductive results. Arthur Rackham's personal selection of 24 tales appeared in 1937, and is now available, again in paperback, in Harparr's Illustrated Classics series. Fairy Tales by Hans Andersen (£7.95), is a sturdy-bound and elegant-looking book which has a somewhat clumsy text. The 12 colour plates and 60 pen drawings are nicely reproduced, but Rackham's distinctive art should be admired on its own. The



A poem by Brian Patten accompanies Anthony Browne's contribution to The Children's Book (Walker Books £2.99) in aid of the Save the Children Famine in Africa Appeal. Celebrities from Aspel to Thatcher, Scarfe to Piekowski make an attractive collection of verse and pictures.

intricate detail in line and silhouette, and superb colour harmonies, distract one from the tales themselves, the delicate prettiness at odds with the quirks and traits of Andersen's prose, an over-sweet response to often painful and bitter events. Rackham steals us from our own private imaginings to enter his particular view of Andersen's world, and, delightful though it is, it serves itself and not the words it illustrates.

As with Andersen, so with the genuine folk tale. In Fairy Tales, illustrated by Nikolai Ustinov (Hodder and Stoughton, £5.95), the illustrations to six traditional European stories have been executed in the bland, insipid style currently popular in the Euro market-place, and contribute nothing to the dreary, laboured text. More striking is The Country Life Book of Fairy Tales, compiled by Patricia Pierce (Country Life Books, £7.95), companion to the Book of Nursery Rhymes brought out last year. As before, the main focus of the volume lies in the unusual illustrations. These are colour photographs of hand-painted tiles depicting fairy tales, made by Royal Doulton between 1890 and 1914, and used to decorate children's wards in hospitals. Examples shown were found in London, Newcastle, Torquay and New Zealand. Some

Tessa Rose Chester

continued from page 48

you realise what a good solid year 1984 was, with a few spectacular titles soaring above and illuminating the rest.

I wish I could agree that John Birmingham's *Granpa* (Cape £4.95) was one of them. It has the lead review in SS - "the book of 1984" - and appears in the other two guides as well. It won the Kurt Mascher Emil award last year for excellent balance of text and illustration, so I suppose it must be my blind spot that fails to find in it the subtlety and felicity that others do. But there are also enthusiastic entries

on William Mayne's *Hob* stories, Cynthia Voigt's *Dacey's Song*, Margaret Mahy's *The Changeover*, Robert Swindell's *Brother in the Land* and Ted Hughes' *What is the Truth?*

The main criterion for inclusion in SS is the "strong advocacy" of people working directly with children as parents, librarians, teachers or whatever. It is this that gives the selection its savour - a mixture of taste but every ingredient carefully chosen.

Julia Eccleshare has created CBY singlehanded and her sensible introduction - "we don't want new readers to think that stories can be bought by the metre" - sets the tone for her

clearsighted choices. The design is better than in the past and this new CBY bodes well for a future long run.

The GBO is for a rather different audience and is of course a mail order catalogue as well. It has some new features this time, including an easy-to-use index, a guide to the 100 books a child should read and a very thorough Which type survey on encyclopaedias. The 100 core books are particularly fascinating as every child's book enthusiast will have their own. Ninety of these are in the fiction sections and only ten are information books. Very few were published in 1985 and I notice even *Granpa* doesn't merit the black blob in this list. Leon Garfield's *Shakespeare Stories* (Gollancz £8.95) does though and quite rightly. To say "his writing matches the original in power" is overdoing it but he has mastered the art of re-making the stories rather than writing synopses and the dialogue is all Shakespeare's own.

The encyclopaedia guide is really a very useful piece of work and must have taken many editor-reviewer hours. Macmillan come out very well with three best buys at £37.5, £17.95 and £14.95 respectively. Even that first in 21 volumes seems a snip when set alongside the equally seriously reviewed Britannica at £1,110. Presumably you can order even this from the GBO.

With 600 entries it covers more books than the other two put together, so annotations are inevitably a bit sketchy. It also unaccountably fails to mention TES and TLS among its list of reviewing journals, while devoting a long paragraph to the Good Book Guide itself. I think for teachers the GBO represents something of a sterility; for your bonuses you will want to move on to one of the other annual guides.

Mary Hoffman

Ghostly realism

Jason Bodger and the Priory Ghost. By Gene Kemp. Faber £5.95. 571 13645 1.
In a Blue Velvet Dress. By Catherine Seldon. Hamish Hamilton £5.95. 241 11652 X.
Ghosts and Bogies. By Dinah Starkey and Jan Piekowski. Heinemann £7.95. 434 96440 9.
The Ghost Messengers. By Robert Swindell. Hodder and Stoughton £5.95. 340 36590 0.
The Watch House. By Robert Westall. Goodchild £6.95. 86391 053 X.
Ghost Breakers. Edited by Michael Parry. Granada £4.95. 246 12758 9.
Cold Feet. Compiled by Jean Richardson. Hodder and Stoughton £6.95. 340 37745 3.

In 1977, Robert Westall published his third novel, *The Watch House*. It was, some were surprised to discover, a ghost story. If this did seem something of a departure for the author of that modern classic of Geordie war-time realism *The Machine-Gunners*, its underlying theme was (as the author has pointed out) common to all his novels: "The children in them must have power of some sort to affect events drastically."

This is certainly true of *The Watch House* (now reissued by John Goodchild Publishers). In an only thinly disguised Tynemouth, three teenagers tackle the ghost of a man who is himself haunted in death by another, as he was in life. Through a fascinating web of detection, the heroes unravel the mystery and attempt to lay both the ghosts. It is only as a last resort that they realize they need the power of Holy Mother Church in the person of an American Catholic priest.

In a back-note to the novel, Westall wrote of his wish to write a ghost story. "But I dislike aimlessly malevolent spooks, who perform random series of tricks... rather as bad comedians string together unrelated jokes. A satisfactory spook should have a metabolism, a purpose and a modus operandi."

The Watch House's ghosts certainly possess those attributes. The novel itself is also a compelling (if not a little) read. But what made it so distinctive on its first publication was its social realism. Even at that time, ghost stories were still almost always Gothic, ghoulish and gruesome both in content and prose style. Westall's story of a fading seaside resort may be about the ghosts of Victorian villains and cowards but they haunt defiantly modern teenagers in everyday settings. His young people move in a world of eccentric discos and know about (but do not go on about) sex. The book also has a splendid double act in a couple of curates who (all too credibly) lament the lack of lust and vice in the confessions they hear, while the traditional wicked step-mother has been replaced by a selfish real mother who is busy deserting her husband as his business crashes. The novel is also extremely well written.

In recent years, a number of other good writers for young people have employed the supernatural in resolutely modern (and realistic) settings. There have, for example, been the novels of Penelope Lively and John Gordon and Margaret Mahy's *The Haunting*, while last year saw publication of Marjorie Darke's excellent book of short stories *Messengers*, and also Aidan Chambers' compilation *Shades of Dark*. In all of these, sensitive Victorian heroines have been replaced by young feminists or lads called Leroy or Ahmed; and ghosts no longer haunt the staircases and landings of musty mansions but electric typewriters, science labs and fun-runs. Two further excellent examples of this new ghostly realism have just joined the list.

In *The Ghost Messengers*, Robert Swindell stays in his well-known territory of a small Yorkshire town to tell a tale of an "ordinary" family. Mother may be trying to write a novel ("It's no good" we're told), but Dad is advertisement manager on an evening paper while 17-year-old Paul has failed to get a job and resents having to take a place on a job creation scheme. Eleven-year-old Meg is meanwhile making a mess of her school work. Her nights,

however, are disturbed by family ghosts from the Second World War; ghosts which prove benign and helpful by the end of this pleasantly easy read. Some of the dialogue may be a little stilted but it is an ultimately warm and reassuring story which will appeal to ten to thirteen-year-olds. It is incidentally very good on the way this group sees older teenagers.

The same group will delight in Gene Kemp's hilarious *Jason Bodger and the Priory Ghost*, Jason's main preoccupation is making life hellish for a well-meaning student teacher until his attention is distracted by the ghost of a 12th-century lass condemned to spend her life in a nunnery. Her manifestations in a PE lesson (for which the student is being observed by his tutor) and in the food department of Marks & Spencer are two splendid comic set-pieces. The structure of the novel in which the fortunes of the two main characters are unravelled in alternate chapters works well and, despite the author's aside that "as you read this book, you won't learn anything useful at all", it is actually very informative. Just occasionally the relentless jokiness seems a little forced but I am certain this will become a cult if not a classic.

Judging by its cover, no such future awaits *Cold Feet*; garish in the extreme, it totally belies the contents which are most distinguished. Seven of its eight short stories appear to be published here for the first time; the eighth (a Fenland tale by Berlie Doherty) was commissioned by BBC School Radio. The opening story is "The Boys' Tootles" by Robert Westall. Here he tells of a girl's school which is moved temporarily into a disused former boys' secondary modern, and of the ghostly echoes of the terrible bullies that haunt its lavatories. No traditional ghost story would have had its characters wetting themselves in class in their attempts to avoid the haunted spot. Come to that, traditional heroines never needed to attend to such matters and traditional ghosts certainly didn't write such words on walls. Unless you are very squeamish, it is just the thing to read last period on a dark winter's afternoon. Even less for the squeamish is "Video Nasty" by Philip Pullman; suffice to say I cannot get it out of my mind and that it should be read to any group that has become addicted to or dulled by video nasties. It is a very moral tale.

The other stories in the collection all have their strengths, including a novel variation on "the haunted production of *Macbeth*" theme. While *Cold Feet* may be handicapped by its cover, the opposite is the case with *Ghosts and Bogies*. This is a sumptuous new edition of a book published by "Good Reading" seven years ago. The embossed covers are suitably sensuous and the borders to each page are also by the stylish and inventive illustrator, Jan Piekowski ("assisted by Jane Walmsley" - which implies what?). For the text we are back in that over-explored realm of will o' the wisps, witches and, yes, "aimlessly malevolent spooks". Worse, it is all written in a style that favours endings such as "He left them lying in the ruined church and for all I know, you find them there to this day."

There is a similar sense of the reader being patronized in another reissued book: *In a Blue Velvet Dress* by Catherine Seldon, alias Martin Weddell. True, this ghost has the originality to haunt the heroine by leaving around copies of books by E Nesbit but too often the style snacks of a holiday story by Enid Blyton.

With *Ghostbreakers* we are back in truly Gothic realms. Indeed this is an anthology of six short stories from mainly late Victorian and Edwardian writers, in which private detectives unravel the mysteries of various haunted houses and families. The jokey introduction and publisher's blurb ("Are you troubled by ghosts? Do strange noises keep you awake at night? Send for the Ghostbreakers!") do not make the stories any more accessible, but most of the ghosts (it must be admitted) would satisfy Robert Westall's criteria. That the ghosts should be credible is not in fact enough to make a satisfactory ghost story. What does satisfy the stories of writers like Westall and Kemp is that their human characters are so credible.

David Self

EXTRA

Chips with everything

Chips and Jessie. By Shirley Hughes. Bodley Head £5.50. 0 370 30666 X.

Every so often there comes to me a book which I want to deal with quickly so that I can get it off my desk and into the hands of the child. This latest production by Shirley Hughes is most decidedly like that. At the beginning the main characters, two children called Chips and Jessie, introduce themselves first by means of drawings with speech bubbles and then with the aid of a letter to the reader. Then follow four stories told by a mixture of strip cartoon, line drawing and straight narrative.

The stories themselves are simple and familiar - a tea party which turns into a picnic; a lost hamster; shopping with a baby in the supermarket trolley; helping at the church bazaar.

Children will respond to them eagerly and be helped by identifying with the problems that come up. What do you do for instance when having been trusted to take the class hamster home, you go and lose it? (Grandpa is a tower of strength here).

We all know that many children fail to get beyond the first few pages of a book which they might well ultimately enjoy simply because of the sight of great blocks of off-putting print. This one sets out to beguile them and lead them by the hand to the point where enjoyment takes over. All the characters, including the daft dog and the supercilious cat, are very believable and Shirley Hughes has an enviable ability both to write and to draw with great wit and professionalism.

It should be possible by the way despite the multi-media format to read most of the book out loud. Indeed



there will be times when the interspersed "speech bubble" scenes can act as props for the teacher who is good at voices and stand up characterization. Put this book into the class library in any primary school year group and I have no doubt at all that the children will soon be queuing up borrow it.

Gerald Haigh

Fantastic variegation

The Last Slice of Rainbow. By Joan Aiken. Cape £6.95 0 224 02297 0.

Some of the children in this handsome collection of nine stories are young enough to ride tricycles and lose their first teeth. Others grow from infancy to parenthood, or from arrogance to insight, in the space of a few compelling pages. All possess unusual talents that make for an eventful fate in a world that combines the familiar and the strange.

Princess Emma shifts power stations by telepathy for her own amusement and Tim animates a garden gnome with a key-shaped leaf, without foreseeing the consequences. But in purposeful hands, magic often helps to solve practical problems such as dropping droppings on airport runways, and even a curse can be put to good use: Christina reclaims swamps and rescues innocents by plaiting her malevolent hair.

Quests and careers reach satisfyingly open conclusions by unexpected routes. Clom falls asleep clutching a mysteriously promising black stone. Michael succeeds as a painter in spite, or perhaps because, of the sea-monsters. Friends are won and favours granted by means of music. Jason in the title-story never forgets a tune once heard, and oysters open to disgorge their pearls under the influence of song. Dan's impetuous misuse of "short rude words" leads to some silent meditation on the effects of language: "Finding words was hard work and tiring... Too many were worse than too few."

The economy and pace of Joan Aiken's own style are beyond question, though her inventiveness may appear superabundant to some tastes. Houses are infested with fairies; we meet the presiding genii of the Slippers, Bathmat, Toothbrush, Soap, Curtain, Clock, Bread, Milk, Apple, Grass and Water, before confronting the monsters of Spinach, Shoelace, Stair, Seaweed and Sponge, outside. The same fantastic variegation and exuberant strength characterize the illustrations by Margaret Walby, who fills the margins with delicate flora and fauna, and seems equally at home with sea and city, mountains and castles, human creatures of all ages, and an aerial view of a royal bath.

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(A.P.S. 18 boys, aged 7-15, mostly boarding)
English teacher required in January for 2 terms. Ability to teach English and be fully involved with boarding school life important.
Apply in writing to the Headmaster, together with names and addresses of two referees. (14135) 182424

HERTFORDSHIRE

ST. COLUMBA'S COLLEGE
King Henry Lane, St. Albans, Herts. AL1 1AW
Independent, H.M.C. Day School for Boys
580 on roll; 100 in Sixth Form

Required for Easter or September 1986 to teach English throughout the year and ability range of the school. Willingness to take active part in any aspect of school life essential. Curriculum vitae essential. Apply with names and addresses of two referees. (14135) 182424

Applications with names of referees to Headmaster, (14148) 182424

LONDON N16

PRIVATE SENIOR GIRLS' SCHOOL
Requires full-time English teacher for next term. Please reply with CV to Mr. C. Joseph, Secretary, Girls' School, 15 Stamford Hill, London N16 5AE. (14135) 182424

SUSSEX

ARDINGLY COLLEGE
H.M.C. 477 Co-educational
Sixth Form: 178

ENGLISH/INFORMATION TECHNOLOGY

Good Honours graduate required in September 1986 to teach English throughout the school up to A Level. The successful candidate will be expected to spend a third of his/her time helping children to make full use of the College's powerful information technology resources. Formal training in this field is not required, enthusiasm is.

Apply to the Headmaster, Ardingly College, Haywards Heath, West Sussex. RH17 6SQ, enclosing C.V. and the names of two referees.

Ardingly College is one of the Woodward Schools. (14135)

LONDON W6
LATIMER UPPER SCHOOL
King Street, London W6 9LR
Independent, H.M.C. 1000 boys
Graduate to teach English. This would be a temporary appointment for two terms in the first instance. Salary Band 10. Scale 2. Candidates should indicate whether they can teach any other subjects and/or offer help with names and extra-curricular activities.

Further details from the Headmaster, Royal Grammar School, Eskdale Terrace, Newcastle upon Tyne NE2 4DX. Applications by November 26th. 182224

MORAY

GORDONSTOWN SCHOOL
Gordonstown, Moray
(Coeducational) Boarding: 180 girls 300 boys

ENGLISH DEPARTMENT
Because of a promotion to Head of Department elsewhere a well-qualified graduate in ENGLISH is required for September 1986 to teach throughout the year. An interest in the school, an interest in the English language and experience of teaching are all an advantage. The successful candidate will contribute to the extra-curricular life of the school and help with games and/or Careers.

Applications, with the names and addresses of two referees, should be sent to the Headmaster, Gordonstown School, Gordonstown, Moray IV30 3RF, from whom full details are available. Tel: 0343 830425. (192505) 182424

PERTSHIRE

WINDRIDGE SCHOOL
(SHMIS - 275 pupils)
Teaches English required April 1986 to teach the subject to O.C.S.E. level. Willingness to take active part in the life of the school is essential for this post.
Full participation in extra-curricular activities and sports a strong recommendation. Good accommodation available for single person or married couple.
Apply with full curriculum vitae and giving names of two referees to the Headmaster, Windridge School, Windridge, Wiltshire SN11 3QJ for details. (192521) 182424

SOMERSET

BRISTOL ROYAL WORK
Sunny Hill, Bristol, Somerset, BA10 0NT
Independent, H.M.C. 580 on roll; 100 in Sixth Form

Required for September 1986 a qualified English teacher to teach the subject to O.C.S.E. level. Willingness to take active part in the life of the school is essential for this post.
Apply with a.c.v. and the names and addresses of two referees to the Headmaster, Sunny Hill, Bristol, Somerset, BA10 0NT. (192521) 182424

WOLVERHAMPTON

WOLVERHAMPTON GRAMMAR SCHOOL
Independent, H.M.C. 1000 boys
Required for September 1986 a qualified English teacher to teach the subject to O.C.S.E. level. Willingness to take active part in the life of the school is essential for this post.
Apply with a.c.v. and the names and addresses of two referees to the Headmaster, Sunny Hill, Bristol, Somerset, BA10 0NT. (192521) 182424

Further details from the Headmaster, Sunny Hill, Bristol, Somerset, BA10 0NT. (192521) 182424

Applications with names of referees to Headmaster, Sunny Hill, Bristol, Somerset, BA10 0NT. (192521) 182424

Further details from the Headmaster, Sunny Hill, Bristol, Somerset, BA10 0NT. (192521) 182424

Further details from the Headmaster, Sunny Hill, Bristol, Somerset, BA10 0NT. (192521) 182424

Further details from the Headmaster, Sunny Hill, Bristol, Somerset, BA10 0NT. (192521) 182424

Further details from the Headmaster, Sunny Hill, Bristol, Somerset, BA10 0NT. (192521) 182424

Geography

Herts of Department

LANCASTER

BENTHAM GRAMMAR SCHOOL
Bentham, N. Lancashire LA2 7DR
SHMIS, Independent, coeducational boarding and day school.

325 pupils; 130 boarders age range 7-18, 57 in Sixth Form

A young, enthusiastic graduate is required for September 1986 to teach the subject to O.C.S.E. level. Willingness to take active part in the life of the school is essential for this post.

Applications, with the names and addresses of two referees, should be sent to the Headmaster, Bentham Grammar School, Bentham, N. Lancashire LA2 7DR. (192521) 182424

SUFFOLK

WOODBRIDGE SCHOOL
Independent, H.M.C., Co-educational
Required for September 1986, Head of Geography to be responsible for the teaching and organisation of the subject throughout the school. This post will require an enthusiastic, willing to take full part in the life of the school/boarding school of 310 pupils.

Salary, Burnham Scale 3 plus wages.
Application with C.V. and the names and addresses of two referees to the Headmaster, Woodbridge School, Woodbridge, Suffolk IP12 3JH, by 28th November, from whom full details are available. (192521) 182424

Other Assistants

LONDON W6

ST. PAUL'S GIRLS' SCHOOL
Brook Green, London W6 7LS
A part-time, temporary, and experienced teacher is required for the Summer Term 1986. The subject is English. Willingness to take active part in the life of the school is essential for this post.

Apply with a.c.v. and the names and addresses of two referees to the Headmaster, St. Paul's Girls' School, Brook Green, London W6 7LS. (192521) 182424

LONDON

MOREHOUSE SCHOOL
Brook Green, London W6 7LS
Catholic Independent GSA School, 180 girls, 18 years of age and above. Willingness to take active part in the life of the school is essential for this post.

Apply immediately (no formal) with curriculum vitae and names of two referees to the Headmaster, Morehouse School, Brook Green, London W6 7LS. (192521) 182424

Further details from the Headmaster, Morehouse School, Brook Green, London W6 7LS. (192521) 182424

Further details from the Headmaster, Morehouse School, Brook Green, London W6 7LS. (192521) 182424

Further details from the Headmaster, Morehouse School, Brook Green, London W6 7LS. (192521) 182424

Further details from the Headmaster, Morehouse School, Brook Green, London W6 7LS. (192521) 182424

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL FOR GIRLS
C.P.D. 87, 750 girls
Required for end of January 1986, an experienced temporary teacher of Geography (Maternity leave) to share in the teaching of Geography up to O Level, to teach Physical Geography to A Level, and to teach the subject to O.C.S.E. level. Willingness to take active part in the life of the school is essential for this post.

Apply by letter to the Headmaster, Nottingham High School for Girls, C.P.D. 87, 750 girls, Nottingham NG1 4JB. (14125) 183624

History

Other Assistants

CHELTENHAM

CHELTENHAM COLLEGE
A young dynamic History graduate is required for September 1986. A strong contribution outside the classroom is essential.

Please send your application with curriculum vitae and the names of two referees to the Headmaster, Cheltenham College, Cheltenham, Gloucestershire GL50 2NF. (192521) 182424

LONDON SW15

PUTNEY HIGH SCHOOL
32 Putney Hill, London SW15 6BH
Required January 1986 part-time History up to GCE Ordinary Level.

Apply by letter to the Headmaster, Putney High School, 32 Putney Hill, London SW15 6BH. (14125) 182824

MORAY

GORDONSTOWN SCHOOL
(Coeducational) Boarding: 180 girls 300 boys

Well-qualified History teacher is required for September 1986 to teach the subject to O.C.S.E. level. Willingness to take active part in the life of the school is essential for this post.

Apply with a.c.v. and the names and addresses of two referees to the Headmaster, Gordonstown School, Gordonstown, Moray IV30 3RF, from whom full details are available. (192521) 182424

Home Economics

Applications, with the names and addresses of two referees, should be sent to the Headmaster, Gordonstown School, Gordonstown, Moray IV30 3RF, from whom full details are available. (192521) 182424

Further details from the Headmaster, Gordonstown School, Gordonstown, Moray IV30 3RF. (192521) 182424

Further details from the Headmaster, Gordonstown School, Gordonstown, Moray IV30 3RF. (192521) 182424

Further details from the Headmaster, Gordonstown School, Gordonstown, Moray IV30 3RF. (192521) 182424

Further details from the Headmaster, Gordonstown School, Gordonstown, Moray IV30 3RF. (192521) 182424

Further details from the Headmaster, Gordonstown School, Gordonstown, Moray IV30 3RF. (192521) 182424

Mathematics

Herts of Department

WARWICKSHIRE

RUGBY SCHOOL
Requires a HEAD OF MATHEMATICS for September 1986.

Applications, together with C.V. and the names of two referees, should be sent to the Headmaster, Rugby School, Rugby CV21 2EH, Warwickshire, from whom full details are available. (192521) 183418

Other Assistants

CORNWALL

THE DUCHY GRAMMAR SCHOOL
Truro, Cornwall TR1 3JH

Required for January a MATHEMATICS teacher to teach the subject to O.C.S.E. level. Willingness to take active part in the life of the school is essential for this post.

LANCASTER

BENTHAM GRAMMAR SCHOOL
Bentham, N. Lancashire LA2 7DR
SHMIS, Independent, coeducational boarding and day school.

325 pupils; 130 boarders age range 7-18

A young, enthusiastic graduate is required for September 1986 to teach the subject to O.C.S.E. level. Willingness to take active part in the life of the school is essential for this post.

Apply by letter to the Headmaster, Bentham Grammar School, Bentham, N. Lancashire LA2 7DR. (192521) 182424

Further details from the Headmaster, Bentham Grammar School, Bentham, N. Lancashire LA2 7DR. (192521) 182424

LONDON

SVLVIA YOUNG THEATRE SCHOOL
Rosemary Road, NW1
(Nr. Baker Street)
Tel: 01-725 0037

Maths Teacher required 3 days/week. Some science/IT work.

Please contact Miss Mollie Headmaster, (192521) 182424

Further details from the Headmaster, Sylvia Young Theatre School, Rosemary Road, NW1. (192521) 182424

Further details from the Headmaster, Sylvia Young Theatre School, Rosemary Road, NW1. (192521) 182424

Further details from the Headmaster, Sylvia Young Theatre School, Rosemary Road, NW1. (192521) 182424

HERTFORDSHIRE

HAILEY HURST SCHOOL
HAILEY HURST, Herts
MATHEMATICS
A vacancy exists in September 1986 for a teacher of Mathematics to join a strong department and teach a strong team of pupils. The successful candidate will be responsible for the teaching of Mathematics to O Level and A Level, and will also be responsible for the extra-curricular life of the department. Willingness to take active part in the life of the school is essential for this post.

Apply by letter to the Headmaster, Hailey Hurst School, Hailey Hurst, Herts. SG13 7NT, from whom full details are available. (192521) 183418

KENT

TUNBRIDGE SCHOOL

Qualified and experienced graduate to teach Mathematics to O.C.S.E. level and A Level throughout the year. Willingness to take active part in the life of the school is essential for this post.

Apply by letter to the Headmaster, Tunbridge School, Tunbridge, Kent TN11 1JF. (192521) 183418

LANCASTER

BENTHAM GRAMMAR SCHOOL
Bentham, N. Lancashire LA2 7DR
SHMIS, Independent, coeducational boarding and day school.

325 pupils; 130 boarders age range 7-18

A young, enthusiastic graduate is required for September 1986 to teach the subject to O.C.S.E. level. Willingness to take active part in the life of the school is essential for this post.

Apply by letter to the Headmaster, Bentham Grammar School, Bentham, N. Lancashire LA2 7DR. (192521) 182424

Further details from the Headmaster, Bentham Grammar School, Bentham, N. Lancashire LA2 7DR. (192521) 182424

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Maths Teacher required 3 days/week. Some science/IT work.

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INDEPENDENT EDUCATION continued

SOMERSET

BRUTON SCHOOL FOR GIRLS
Sunny Hill, Bruton, Somerset BA10 0NT
Independent, H.M.C. 580 on roll; 100 in Sixth Form

Required for September 1986, a graduate linguist able to teach French to O.C.S.E. level and A Level throughout the year. Willingness to take active part in the life of the school is essential for this post.

Apply by letter to the Headmaster, Bruton School for Girls, Sunny Hill, Bruton, Somerset BA10 0NT. (192521) 182424

Further details from the Headmaster, Bruton School for Girls, Sunny Hill, Bruton, Somerset BA10 0NT. (192521) 182424

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Further details from the Headmaster, Bruton School for Girls, Sunny Hill, Bruton, Somerset BA10 0NT. (192521) 182424

LONDON W6

THE GODOLPHIN AND LATIMER SCHOOL
Hammer Smith, London W6 0PG
Required in January in the Girls' Department to teach French to O.C.S.E. level and A Level throughout the year. Willingness to take active part in the life of the school is essential for this post.

Apply by letter to the Headmaster, Godolphin and Latimer School, Hammer Smith, London W6 0PG. (192521) 183624

AVON COUNTY

ST. BRANDON'S SCHOOL
Clevedon, Avon
Girls Boarding and Day School 400 plus

SENIOR STRING TUTOR
Required for January 1986.

An enthusiastic, capable and energetic teacher to take responsibility for the orchestral and chamber music of the school. Willingness to take active part in the life of the school is essential for this post.

LONDON

ST. PAUL'S GIRLS' SCHOOL
Brook Green, London W6 7LS
Independent, H.M.C. 180 girls, 18 years of age and above.

Required for September 1986, a graduate linguist able to teach French to O.C.S.E. level and A Level throughout the year. Willingness to take active part in the life of the school is essential for this post.

Apply by letter to the Headmaster, St. Paul's Girls' School, Brook Green, London W6 7LS. (192521) 182424

Further details from the Headmaster, St. Paul's Girls' School, Brook Green, London W6 7LS. (192521) 182424

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Further details from the Headmaster, St. Paul's Girls' School, Brook Green, London W6 7LS. (192521) 182424

SURREY

GREENACRES SCHOOL
Sutton Lane, Banstead, Surrey
Required for April 1986, a graduate linguist able to teach French to O.C.S.E. level and A Level throughout the year. Willingness to take active part in the life of the school is essential for this post.

Apply by letter to the Headmaster, Greenacres School, Sutton Lane, Banstead, Surrey. (192521) 184024

Appointments in Scotland (continued)

FIFE REGIONAL COUNCIL

GLENROTHES AND BUCKHAVEN TECHNICAL COLLEGE
DEPARTMENT OF BUSINESS STUDIES

SENIOR LECTURER I COMPUTER STUDIES

The successful candidate will have responsibility for co-ordinating the Action Plan programme in the field of computer studies for solving on the acquisition of suitable hardware and the development of software. An interest in curriculum development would be an advantage. Applicants should have recent teaching or training experience plus a degree or equivalent in Computer Studies.

DEPARTMENT OF INDUSTRIAL STUDIES

LECTURER B (2 POSTS)

The Department offers a wide range of post-graduate courses in such areas as computing, small business management, supervisory studies, financial management, production control, quality control, selling skills and interpersonal skills. Applicants should be able to work confidently in one or more of these areas and have a degree or equivalent. Relevant industrial or commercial experience is essential.

Salary Scales: £11,588-£21,388
(under review) LB £7,388-£10,981

with placing for approved industrial and teaching experience. Rented housing may be available in the new town if required. Further information from the Head of Department of Business Studies Ext. 44 or Head of Department Industrial Studies Ext. 38 Telephone: 772233.

Application forms - see below.

SLII - ELECTRONICS AND COMPUTING

Applications are invited from graduates or equivalents who have a sound knowledge of the industrial application of microprocessors. The successful candidate will be required to lead a team involved in the development and presentation of Digital Electronics and Microprocessors up to SCOTEC Higher Certificate level. He/she will also be expected to liaise with local industry and develop courses to meet identified needs. An opportunity will also be available for involvement in the College's Open Tech facility.

LECTURER B ELECTRONICS

Applications are invited from graduates or holders of HNC/HND qualifications who have experience of Analogue and Control Systems.

The successful candidate will be required to contribute to a range of courses up to the SCOTEC High Certificate in Electrical and Electronic Engineering.

He/she will also be expected to contribute to the range of courses currently being offered at the College's Open Tech facility.

Salary Scales - £11,588-£21,388 - £12,777 (under review)

LECTURER B - £7,388-£10,981 (under review)

with placing for approved industrial and teaching experience. Rented housing may be available in Glenrothes New Town if required.

Further information may be obtained from the Head of Department of Engineering, Extension 41, Glenrothes & Buckhaven Technical College, Stenton Road, Glenrothes (Telephone 772233).

Application forms may be obtained from the Director of Education, Regional Headquarters, Fife House, North Side, Glenrothes, to whom completed forms should be returned not later than Friday, 29th November 1985.

SECONDARY SCHOOLS

HEAD TEACHER PEEBLES HIGH SCHOOL

Applications are invited from suitably qualified and experienced teachers for the above post at this six year school. The appointment will take effect from 20 April 1986. There will be approximately 985 pupils on the roll and the responsibility element will be £8,888.

DEPUTY HEAD TEACHER

BERWICKSHIRE HIGH SCHOOL, DUNS
Roll 746

Responsibility element £3,960 per annum

Closing date: Monday 2 December 1985.

Application forms and further details are available from the Personnel Department, Regional Headquarters, New Town St, Bowfield, TD8 0SA. Completed application forms should also be returned to the Personnel Manager.

REGIONAL COUNCIL Borders

Derby College of Further Education

Wilmorton, Derby, DE2 8UG
Principal: J. Leather CBE BSc(Eng) CEng
FIMechE FIPROE MBIM

Vice Principal

Applications are invited from suitably qualified people for the above post which will become vacant as a result of one of the two College Vice-Principals being appointed to the Principalship of a large College.

Applicants should be University graduates or hold graduate equivalent qualifications. They should have had good administrative experience in a College of Further Education.

The salary for this post will be that of a Vice-Principal in a Group B College, in accordance with the Scales of Salaries for Teachers in Establishments of Further Education.

Application forms and further details of the post can be obtained from the Chief Administrative Officer, at the above address. Completed applications should be returned to this Office by Friday, 13 December 1985.

DERBYSHIRE County Council

DERBYSHIRE COUNTY COUNCIL IS AN
EQUAL OPPORTUNITY EMPLOYER.

Colleges of Further Education

Heads of Department

HERTFORDSHIRE

NORTH HILLS COLLEGE
LEICESTERSHIRE COLLEGE

HEAD OF DEPARTMENT OF
MANAGEMENT

Grade III
Required for 7th April
1986.

To build upon the existing
provision and maximise the
potential within the industry.

Salary: £14,376 - £16,047.

Further particulars and ap-
plication forms may be ob-
tained from the Principal,
North Hills College, Leicestershire
Road, Wilmorton DE2 8UG.
Tel: 01430 230018
(01430) 230018

Mid Glamorgan
COUNTY COUNCIL
EDUCATION DEPARTMENT

RHONDA COLLEGE OF
FURTHER EDUCATION

HEAD OF ENGINEERING
(GRADE 2)

Pro-Advertisement
Required as soon as possible,
experienced person
Education/Higher Education
graduate and mature an
Engineering Department in
the new Advanced Techno-
logical Institute. The suc-
cessful applicant must be
able to contribute to the
promotion of school, industry
and college liaison.

Previous applicants need
not be considered. Ap-
plicants will automatically be
considered.

Application forms to be re-
turned by 27th November
1985, obtainable on receipt
of a stamped, addressed,
foolscap envelope from the
District Education Officer,
District Education Office,
Canvassing and Disqualifi-
cation, K. A. Director of
Education, (01755) 459 018

Further particulars and ap-
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Rhonda College of Further
Education, (01755) 459 018

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SALFORD

HEAD OF DEPARTMENT OF
TECHNICAL STUDIES (GRADE 1)

Required for 1 January
1986 or as soon as possible

The restructuring of this
Department, occasioned
by the closure of the pre-
vious Head of Department's
department, is being man-
aged by the new Head of
Department. The suc-
cessful candidate should be
able to contribute to the
development of the De-
partment and have relevant
experience in the field of
technical studies. The suc-
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The New English School KUWAIT

Teaching posts in the following subjects or combinations of subjects will become vacant in September 1986 in this English Medium School. Joint applications from married couples without children are particularly welcome.

Secondary School (1100 on roll to "O" and "A" Level)

English language and Literature
Mathematics
Chemistry
Physics
Biology
Computing Studies
History
Geography
French
Art
Economics
P.E.
Music

Primary School (100 on roll)

Upper Junior Class Teachers (9 1/2 - 11 1/2 Years)
Lower Junior Class Teachers (7 1/2 - 9 1/2 Years)
Infant Class Teachers (4 1/2 - 7 1/2 Years)

Terms

One year contract renewable beginning September 1st 1986 (tax free salary in range pounds sterling £7500 to £12,500 (at current exchange rates) according to qualification and experience. Terminal gratuity rent free furnished airconditioned accommodation. Economy class return air passages. Interviews in UK March 7th to March 25th.

For further information and application form apply with brief curriculum to:

The Director
New English School
P.O. Box 5156
Hawalli, Kuwait
Arabian Gulf

enclosing a self addressed (not stamped) foolscap envelope. (7891)

ENGLISH TRANSLATER WORLD COUNCIL OF CHURCHES, GENEVA SWITZERLAND

Applications are invited for the above post in the language service of the Communications Department of the World Council of Churches. Qualifications are a university degree and/or relevant professional training plus several years experience.

English as mother tongue essential with excellent command of Spanish, German and/or French. Preference for persons active in a member church. Knowledge of theology and the ecumenical movement an advantage.

Full details and application form from the Director of Personnel, World Council of Churches, 150 route de Ferney, 1211 Geneva 20, Switzerland. (11829)

THE BRITISH SCHOOL OF LOME

The school opened its doors in September, 1983, and is expanding rapidly. It is housed in a new four storey building forming part of a central landscaped complex comprising of four tennis courts, a swimming pool and a group of modern shops which lies in the main residential area just on the outskirts of Lomé, the capital city. Lomé is the capital of the West Coast. The climate is relatively mild 32 °C, supermarkets well stocked. The police well manned, telephones, direct dial to the U.K.

We are looking for experienced, versatile and adaptable teachers who still regard teaching as a vocation. The work is demanding but not without reward. Applications are invited from secondary teachers of the following subjects to "O" level. A combination of two should be offered.

- I. Maths II. Biology
- III. English IV. History V. Geography

We urgently need a teacher of Geography and/or History.

A willingness to participate in the Boarding House would be an advantage. Positions to commence as soon as possible.

If you have a minimum of five years teaching experience and are looking for a challenge please send a large s.a.e. for further information and application details to: The British School of Lomé, c/o The Secretary, 25 Hall Lane, Mersydale L31 3DY.

This school is a member of The Association of International Schools in Africa which holds an annual conference here in Lomé.

OVERSEAS POSTS continued

SPAIN

THE ENGLISH CENTRE
Puerto de Santa María,
Cádiz, 6201

Requires an infant teacher and primary teacher preferably with T.E.C. qualification and experience for employment at the beginning of January 1986. We shall also be looking for teachers with T.E.C.F.L. for September 1986.

Please send full C.V. with photo and references to the Principal.
014381 460000

SPAIN

Applications are invited for the post of Deputy Head at St. Michael's Preparatory School, Madrid. Pupils 3 - 11 years of age, all English-speaking. Staff consists of British infant and junior teachers. Fluent Spanish preferred. Remuneration, but essential within one year. Appointment can be taken up at any mutually convenient date.

Please write sending brief details and photo. Full information about the post will be sent on request. Address to: The Director, St. Michael's Preparatory School, Vereda de las Panes 15, La Moraleja, Alcobendas, Madrid, 28535. 460000

Write NOW to CAMP AMERICA, Dept. TES 07, 37 Queens Gate, London SW7 0LL 01-581 5378. 460000

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Should I get A-Z of Essential Information for successful living and working in today's society. £3.75 inc. p & p from Poyay Press, 55 Broad Close, Eastbourne, East Sussex, TN20 3JL. 460000

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SUMMER TEACHING JOBS IN AMERICA

AMERICAN work on American children's camps, mid-June to end August; see under 'Holidays and Accommodation'. (84255) 460000

U.S.A. NEXT SUMMER IN AMERICA CAMP AMERICA offers teachers, nurses and students over 18 years of age the opportunity to be a camp counselor for 9 weeks to teach sports, arts and crafts in an American summer camp. Benefits include FREE return flight, FREE board, pocket money and up to 6 weeks free time.

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